DOCUMENT RESUME

ED 356 450 CS 011 260

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TITLE The Impact of a Parent Involvement Program Designed To Support a First Grade Reading Intervention Program.
PUB DATE Feb 93
NOTE 241p.; Ed.D. Dissertation, National-Louis University.
PUB TYPE Dissertations/Theses - Doctoral Dissertations (041)

EDRS PRICE MF01/PC10 Plus Postage.
DESCRIPTORS Case Studies; Early Intervention; Grade 1; Literacy Education; Parent Child Relationship; *Parent Education; *Parent Participation; Primary Education; Reading Instruction; Reading Research; Reading Strategies
IDENTIFIERS *Emergent Literacy; Illinois; Scaffolding

ABSTRACT

A study examined the impact of a parent involvement program for parents of children involved in a first-grade reading intervention program in Bakersville, a middle-class suburb north of Chicago, Illinois. Parents attended three workshops designed to complement their children's one-on-one tutorial program. Analysis focused on case studies of three families and the issues addressed concerned: how well parents learned the strategies presented at the workshops, and did they use these in a responsive manner; how parents' beliefs about their children's progress and their own ability to support their children's reading changed over time; and how home literacy resources and literacy-related events changed over time. Data were coded and displayed in graphs and tables. Findings showed that while all parents learned the strategies presented at the workshops, some had more success with the techniques than others. Parents whose initial theories more closely matched those presented at the workshops were able to modify their theories more easily than those who held conflicting beliefs. Findings also demonstrated the importance of scaffolded instruction on two levels: between workshop leaders and parents as they learn new skills and between parents and their children as the parents support their children in new endeavors. The three case studies offered unique insights into seldom observed aspects of parent involvement programs. (Fifteen tables of data, 15 figures, and 15 appendixes--a parent involvement workshop handbook, parent surveys, web analyses and book-sharing transcriptions for case studies--are included. Contains 108 references.) (Author/SAM)

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# THE IMPACT OF A PARENT INVOLVEMENT PROGRAM DESIGNED TO SUPPORT A FIRST GRADE READING INTERVENTION PROGRAM

Helene Rubert
Reading and Language Doctoral Program

Submitted in partial fulfillment
of the requirements of
Doctor of Education
in the Foster G. McGaw Graduate School
National College of Education
National-Louis University

February, 1993

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# THE IMPACT OF A PARENT INVOLVEMENT PROGRAM DESIGNED TO SUPPORT A FIRST GRADE READING INTERVENTION PROGRAM

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ABSTRACT

The purpose of this dissertation was to examine the impact of a parent involvement program for parents of children involved in a first grade reading intervention program. Parents attended a series of three workshops that were specifically designed to complement their children's one-on-one tutorial program. The main focus of the workshops was to educate the parents about the concepts of support reading and scaffolded instruction.

The study concentrated on three questions. First, how well did the parents learn the strategies presented at the workshops and did they use them in a responsive manner? Second, how did the parents' beliefs about their children's progress as well as in their own ability to support their children's reading change over time? Third, how did the home literacy resources and literacy related events change over time?

Three case studies were presented utilizing methods of qualitative data analysis. Data gathered after each workshop consisted of: (1) an audio book-sharing tape in which the child read to the mother; (2) two surveys that revealed home literacy events and materials as well as the parents' attitudes about their ability to help their child in reading; and (3) a "think aloud" interview with the mother. Data was coded and displayed in graphs and tables. A composite of each of the three months of the intervention for each case study was displayed as a graphic web.

The findings showed that while all of the parents demonstrated that they had learned the strategies presented at the workshops, some had more success utilizing the techniques than others for a variety of reasons. The findings suggest that parents whose initial theories more closely matched those presented at workshops were able to modify their theories with more ease than those who held

conflicting beliefs. The findings also demonstrated the importance of scaffolded instruction on two levels: first, between workshop leaders and parents as they learn new skills and second, between parents and their children as they, in turn, support their children in new endeavors. The three case studies offered unique insights into seldom observed aspects of parent involvement programs.

ACKNOWLEDGMENTS

My dissertation committee has been a constant source of inspiration. Dr. Rebecca Barr, who chaired the committee, shared her knowledge and experience and added richness to the research and dissertation. Dr. Kenneth Kantor, whose excitement about qualitative research first sparked my interest in qualitative research, offered insightful observations concerning sensitive issues that added depth to the final paper. Dr. Diane Salmon, who joined a committee already in progress, committed herself totally and offered a unique perspective to the problems under consideration. Thanks also to Dr. Claire Grossman, ex-officio member, whose expertise helped to shape the proposal in the early stages of development and to Dr. Margaret Gallagher, examining committee member, whose objective observations strengthened the dissertation during the final stages of completion. Each offered their wisdom in a stimulating and supportive manner and I am thankful for their efforts and interest.

I would like to thank Dr. Barbara Johnson, my advisor and professor, for her support and encouragement and for guiding me through the "long and winding road" of doctoral studies.

Doctoral colleagues, Terri Bridgman, Eileen Owens, and Lauri Nelson, offered moral support, knowledge, senses of humor, and helped to keep this experience in perspective.

Special thanks to Dr. Darrell Morris, whose insights into the process of reading led him to develop Project Prevent, an exceptional first grade reading intervention program, and whose encouragement and suggestions helped me as I developed the Project Prevent Parent Workshops.

I owe much gratitude to Judith Karzen, reading tutor and workshop leader, for sharing her knowledge about Project Prevent and for sharing her case load with me as well.

I thank Robert Kurtz, my computer consultant, for endless hours of advice, and for always being available for "just one more quick computer question."

Thanks also to Skokie School District 68 for their generous tuition reimbursement plan and for allowing (and encouraging) me to conduct research in the district. Special thanks to Dr. Lawrence Bizar, a one-of-a-kind principal and friend, whose encouragement of my professional endeavors has helped me to achieve this goal. Several teaching colleagues and close friends need to be recognized as well. Thanks to Joan Silins, Carrie Codell, Delores Sonderman, and Carol Shea for their sincere encouragement and for just being there for me.

Special thanks to Doctors Erv and Toni Lotsof whose gentle nudging helped to get me through several bouts of writer's block.

Lastly, but most important, is the family support without which I couldn't have survived. Thanks to parents, Raye and Isidor Rotfeld, who encouraged me to reach for my dreams and believe in myself; to Steve and Adrianne, whose comic relief helped me through tough spots; to Sam, for being a very special son; to Jenny, who patiently made more than a few sacrifices for her mother along the way, and to my husband Mark for his never-ending love and support; he was truly "the wind beneath my wings."

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## Chapter I

"Trying to educate the young without help and support from the home is like trying to rake leaves in a high wind."
Pauline Gough, Editor of Phi Delta Kappan

### INTRODUCTION

Current literature and research underscore the importance of parent involvement in their child's education. Recent issues of Educational Psychology (October 1989) and Phi Delta Kappan (January 1991) have been exclusively devoted to the subject of the parent/school connection. Educational publishing companies now feature entire sections in their catalogs detailing family literacy programs with materials ranging from home correspondences to family activities connecting most curricular areas (e.g., Children's Press, 1991; Curriculum Associates, 1991). The necessity of schools to reach out to families has rapidly become a "hot topic" in education today. Federal, state, and district policies are currently being formulated to include such an emphasis (Chrispeels, 1991; Davies, 1991; Epstein, 1991; Solomon, 1991). In addition, Federal and State Grants now provide funding for programs which include a Family/School partnership (Chapman, 1991; Cross, LaPointe, & Jensen, 1991).

While the focus of attention is intended for all students and their families, a strong home/school connection is especially significant for students who have

difficulty learning to read (Clark, 1988; D'Angelo & Adler, 1991; Levin, 1991; Madden, et al., 1991). Many parents, often eager to help, are stymied in their attempts due to lack of knowledge about teaching reading and feeble efforts on the part of the school to inform and include them (Rasinski, 1989). In a recent government report, Coleman (1991) stated:

> Even well-educated parents often lack the knowledge of what practices in the home will most help their children to succeed in school. The school, on its own or with the aid of specialized professionals, can help parents help children. (p. 18)

The purpose of this dissertation is to document the implementation of a home/school link designed to complement Project Prevent, a first grade reading intervention program. The research cited earlier tells us that parents need to be included in their child's education, but simply asking parents to read with their child does not ensure that intended outcomes will be achieved. In fact, in some cases, this request could create tension between the parent and child causing the experience to be extremely unpleasant. Currently, there are few documented studies which qualitatively explore parents' responses to parent involvement programs and the parent/child interactions that occur as a result of the intervention. The significance of this problem is immediate, as many school districts are now beginning to consider ways to reach out to parents.

My intention was to provide a structure for the parents so they might be successful as they help their child read. For these reasons, I designed a series of parent workshops to: (1) provide parents specific information about the intervention program and discuss why their child was included; (2) offer parents strategies to use while reading at home with their child (similar in format to strategies presented during tutorial sessions); and (3) describe ways in which the home environment could stimulate the child's natural desire to read and write.

This comprehensive approach to parent involvement is far more sensible than simply inviting parents to read at home with their children, hoping for the best.

Providing parents with the support they needed so they could feel confident and competent when working with their child was fundamental to the success of the parent program. It was equally important to include direct discussion about active listening (the ability to be flexible when responding to their child's needs for more or less of a challenge). The intervention included the following characteristics: (1) it was theoretically sound, drawing from current reading research (Clay, 1991; Morris, 1992); (2) it provided an appropriate match for the child's level of performance as well as for the parents' ability to learn the strategies; (3) the strategies presented were uncomplicated and easy to learn; (4) the structure encouraged parents to practice the new skills and to reflect on their actions; and (5) parents received feedback in a non-threatening manner.

It was hoped that by inviting parents to become involved in their child's education the impact of their actions would permeate areas beyond their child's academic achievement, enhancing the relationship between the parent and child. The parents would feel confident about their ability to help their child and a bond between home and school would be forged. A positive cycle of events would be put into motion.

While enhancing parents' teaching strategies was a goal of this study, broader implications in terms of the school's place in the community and the sort of network of support that is necessary for children to learn must also be considered. Recently much has been said about the role of the school in today's changing society. School personnel are beginning to find themselves in the unique position of needing to offer comprehensive services to families. It has become increasingly critical for school systems to reconsider responsibilities to

surrounding communities and to reach out to families in meaningful ways in order that children have a chance for success.

## Summary

The following questions were pursued in this study:

1. To what extent did the nature of the parent tutoring change over time?
    - How well were the parents able to learn the new strategies?
    - Did they use the strategies in a responsive manner?
    - What factors facilitated or interfered with change?

2. How do the parents' beliefs (or feelings) about their children's progress as well as in their ability to support their children's reading change over time? In other words, how do the parents' perceptions about the value of the tutoring program, the parent workshops, confidence in their children's abilities and confidence in their own ability to help their children read shift over time?

3. How do the home literacy resources and literacy related events change over time? Holland (1987a) defines home literacy contexts as the "...physical, social and intellectual environment where literacy knowledge takes place among family members and the first grade child" (p. 2). This investigation is concerned about whether there is an increase in the amount of literacy related events and quality of literacy materials available to the child in the home.

This study required an approach that included opportunities to document multiple aspects of the phenomena: mother/child interactions, reflective thoughts of the mother, and descriptions of the home setting. Case studies were developed which utilized qualitative methods of research. Naturalistic inquiry

techniques allowed me entry to an otherwise private domain and enabled me to record the ways in which three mothers responded to a parent involvement program.

The dissertation is organized in the following way: a review of the literature is found in Chapter II; Chapter III describes the methodology used in this study; Chapter IV describes the case studies; and Chapter V discusses the findings, limitations, and suggestions for future research.

## Chapter II

## REVIEW OF THE LITERATURE

### Parent Involvement

The review of research on parent involvement reveals the crucial nature of this topic. From the types of literacy events which take place in the home, to the impact on parents and students when parents are included in their child's educational program, to very specific forms of parent involvement programs designed to improve reading achievement, the message is the same - family support makes a difference.

Recent research regarding the success or failure of at-risk children has shown that factors such as socioeconomic status (SES) and race can be seen as less significant when the quality of the home life and the degree of parent involvement are considered (Clark, 1981; Goldenberg, 1984). Epstein (1985) stated, "The evidence is clear that parental encouragement, activities, and interest at home and parental participation in schools and classrooms positively influence achievement, even after student's ability and family socioeconomic status are taken into account" (p. 19). The significance of this concept is beginning to impact federal, state, and district programs (D'Angelo & Adler, 1991; Lautenschlager, 1984; Levin, 1991; McIntyre, 1987; Rich, 1986; Warner, 1991). So critical is the message here, that states such as California and Missouri have

created new departments with funds to support recent directives (Solomon,1991; Winter & Rouse,1990).

According to Chapman (1991), in Illinois, the Urban Education Partnership Grants program provided multi-year funding to schools with large numbers of at-risk students. Applicants for the funds were encouraged to demonstrate at least one of the five levels of parent involvement described by Epstein (1988). These include:

1) Basic obligations on the part of parents to provide a home environment which nurtures their child's development

2) Basic obligations of the school to communicate with the parents about their child's program

3) Parent involvement at school which includes areas such as classroom volunteers, attendance at school functions, and participation at meetings or conferences

4) Parent involvement in the home which includes involvement with homework or offering other types of supportive help

5) Parent involvement in decision-making, governance and advocacy groups

The multi-year grants offer the time needed to get the programs off to a good start. Success is not determined by student achievement alone but by other areas as well, including the level of parent involvement.

Anne Henderson's exhaustive review of research (1987) concerning parent involvement has led her to conclude that "Parent involvement is not a quick-fix; it is absolutely fundamental to a healthy system of public education" (p. 9). She recently summarized her findings from over fifty-three research studies (Henderson, 1988) in the following statement:

> The studies show that programs designed with a strong component of parent involvement provide students who perform better than those who

have taken part in otherwise identical programs with less parent involvement. Students in schools that maintain frequent contact with their communities outperform other schools. Children whose parents are in touch with the school score higher than children of similar aptitude and family background whose parents are not involved. Parents who help their children learn at home nurture (in themselves and in their children) attitudes that are crucial to achievement. Children who are failing in school improve dramatically when parents are called in to help. And so on. (p. 149)

Researchers, educators, and parents would have to look hard and long to find a negative side to this issue. Most would agree with Clark-Stewart (1983) who stated succinctly, "It looks as if the facts are in: we have seen parent education and it is good; we have tried parent education and it works" (p. 257). Not only do most parents want "in" on their child's educational experiences, some have begun to verbalize disappointment when they feel left out (Kemp, 1987; Wells, 1986). PTA's and other community organizations are becoming more aggressive in their attempts to foster communication between home and school.

While some studies have shown that teachers differ in their interests and abilities to work with parents (Becker & Epstein, 1981; 1982; Holland, 1987b), others assert direct connections between teachers' seeking of parent involvement and achievement of their students. Epstein's study (1984) was one of the first to document a connection between teachers actively seeking parent involvement and student achievement in reading.

Teachers can and do make a difference when they reach out to parents - especially those parents who are reluctant to get involved (Rasinski, 1990b). In a response to teachers' needs for more information about enlisting parent involvement, The Reading Teacher (a professional publication) created a section

titled "Working With Parents" edited by Timothy Rasinski. Recent issues have had practical advice (Rasinski, 1989; 1990a; 1990c; Rasinski & Fredericks, 1988; 1991).

Learning guides, activity packets, and books which provide information for parents are becoming very popular (Binkley, 1988; Butler & Clay, 1987; Crook, 1986; Graves, 1987; Pennsylvania State Department, 1981). Longitudinal studies on programs that mandate parent participation such as the Parent Education Follow Through Program and the Perry Preschool Program describe these parents as having higher expectations for their children and more positive attitudes toward their child's school when compared to control groups. When the students in these studies reached high school it was found that fewer were retained in grades, placed in special education, or had left school early (Stallings & Stipek, 1986).

Interventions that do not include a parent component have been found to have results which dissipate after a short period of time (Bronfenbrenner, 1974). Bronfenbrenner's concept of "ecological intervention" aims straight to the heart of the matter; the family context. Parents' attitudes about themselves, their child, and their school can change when they are involved in workshops which offer information on their child's development (Barnett, 1980). And yet, excellent advice on how to include parents reminds us that parent education is but one of the levels which need attention. Comprehensive programs such as Levin's Accelerated Schools (Levin, 1991) include parents working within various aspects of the educational system as described earlier (Epstein, 1988; Williams & Chavkin, 1989).

Margaret Clark, in her significant study Young Fluent Readers (1976) reminds us "...that education neither begins at five years of age, nor at nine o'clock in the morning!" (p. 106). Those hours spent at home, then, are the ones

that seem to make the difference. The authors of Becoming a Nation of Readers underscore the critical nature of a parent's responsibility:

> ...parents play roles of inestimable importance in laying the foundation for learning to read. A parent is a child's first guide through a vast and unfamiliar world. A parent is a child's first mentor on what words mean and how to mean things with words. A parent is a child's first tutor in unraveling the fascinating puzzle of written language. A parent is a child's one enduring source of faith that somehow, sooner or later, he or she will become a good reader.
>
> On a more sober note, parents' good intentions for their children are not good enough. Parents must put their intentions into practice if their children are to have a foundation required for success in reading. (Anderson, Hiebert, Scott, & Wilkenson, 1984, p. 27)

## Parents as Learners and Tutors

Attempts to include parents in their child's literacy development appear in many different forms. Nicholson moderated a radio series in Australia called "On the Way to Reading" which provided parents with strategies to use when their child encounters difficulty reading. He stated, "If the parents were aware of the main approach used by the teacher in the classroom, then they could follow similar intervention strategies at home" (Nicholson, 1980, p. 20). If teachers who are trained to teach reading have varying degrees of success, why is it assumed by some that all parents instinctively know how to help their child in this endeavor?

This reality was made clear to me during a pilot study which contrasted the abilities of two mothers to provide support while their children read aloud to them. Some parents may have difficulty providing their children with the necessary

"scaffold" as described by Bruner (1983). He states, "One sets the game, provides a scaffold to assure that the child's ineptitude's can be rescued or rectified by appropriate intervention, and then removes the scaffold part by part as the reciprocal structure can stand on its own" (Bruner, 1983, p. 60). Whether a parent is playing a game or reading with her child, the application is the same. The skill of knowing when and how to "hand over" information is more finely tuned in some parents than in others. Parents need scaffolds, too!

Gaffney and Anderson (1991) describe "two-tiered" scaffolding. The first tier is the one usually thought of when scaffolds are discussed, that being the support offered to a child by a parent.

> The second level depicts the support necessary to assist an adult in supporting a child in a manner consistent with the method located in the first tier. In other words, this second level encompasses teacher education. The construction of a connected, upper tier rather than a separate scaffold, is crucial to understand the proposed model. The two-tiered scaffold illustrates the integral, interactive relationship between the processes used to prepare experts (whether parents, educators, or peers) and the methods they use to teach novices. (p. 2)

A similar theory about teacher education, which can also be applied to parent education, is discussed by Gallimore and Tharp (1990). They believe:

> Like all learners, teachers themselves must have their performance assisted if they are to acquire the ability to assist the performance of their students. Teachers, like all learners, have zones of proximal development of professional skills. And teachers, like all learners in schools, seldom receive the performance assistance that is required for them to develop. (p. 198)

This idea can be extended to include parents who are involved in workshops and who are learning new strategies to help their children.

Just as professionals grapple with the complexities of working within a child's "zone of proximal development" (Vygotsky, 1978), so do parents. Vygotsky defines that area as "...functions that have not yet matured but are in the process of maturation, functions that will mature tomorrow but are currently in an embryonic state" (p. 86). Teale (1986) believes that "'Vygotsky's theory implies that the more successful the parent and child are at accomplishing this (working in the zone of proximal development) the better the child will progress in learning to write and read" (p. 201). This tension, created when parent and child work together is often overlooked when school personnel suggest to parents that they help their children in reading. In fact, the dynamics which occur as a result of a parent tutoring her child has only recently begun to receive attention by researchers.

Rogoff's theories (1991) of apprenticeship and guided participation, shaped in part by Vygotsky and Piaget, view children as "active individuals seeking their own understanding" (p. 189). She feels:

> Children enter the world embedded in an interpersonal system involving their caregivers and others who are already involved with societal institutions and technologies. Through guided participation with others, children come to understand and participate in the skilled activities of their culture. (p. 91)

Children play an active role in their own progress as they communicate their needs to their parents. Parents' sensitivity and responsiveness to their children is a key element in the cycle of growth for both. Panofsky (1989), in her examination of parent-child book reading events, elaborated on the concept of apprenticeship:

> ...the home activity constitutes an apprenticeship in which the normally covert comprehension processes of the parent-expert are made overt through language, and the child-novice is encouraged to participate in those processes and to appropriate them. In the apprenticeship format learners are not assumed to be able to figure things out on their own, nor is an incomplete competence subjected to negative evaluation. (p. 125)

Programs to assist parents in their efforts to help their children have demonstrated effects on student achievement (Hourcade, 1987; Ladousa, 1988; Siders & Sledjeski, 1978; Tizard, Schofield, & Hewison, 1982). Bates and Navin's study (1986) demonstrated student improvement in reading comprehension and attitude when parents were given counseling to help reduce tension and frustration when dealing with their child. They theorized:

> ...one possible explanation for the improvement shown by the treatment group is the improved parent-child interaction regarding reading and school work. The reduction of tension for both parents and students allowed the students to take more risks as they read without the fear of parental anger and punishment. (p. 256)

Other studies cited increased parent interest and increased time spent reading with their child (Rustin, 1989; Robson & Whitley, 1989). McCormick and Mason (1986b) documented the impact of mailing predictable books and parent guides to low-income families of kindergarten students. When compared to the control group (who received only activity packets in the mail), the experimental group scored higher on tests of story reading, word reading, and spelling. During interviews, parents of the experimental group expressed to the researchers that their children had an increased interest in literacy related activities.

This research confirms the importance of parental involvement, especially as it concerns programs for at-risk students (Liontos, 1991). It does little good for

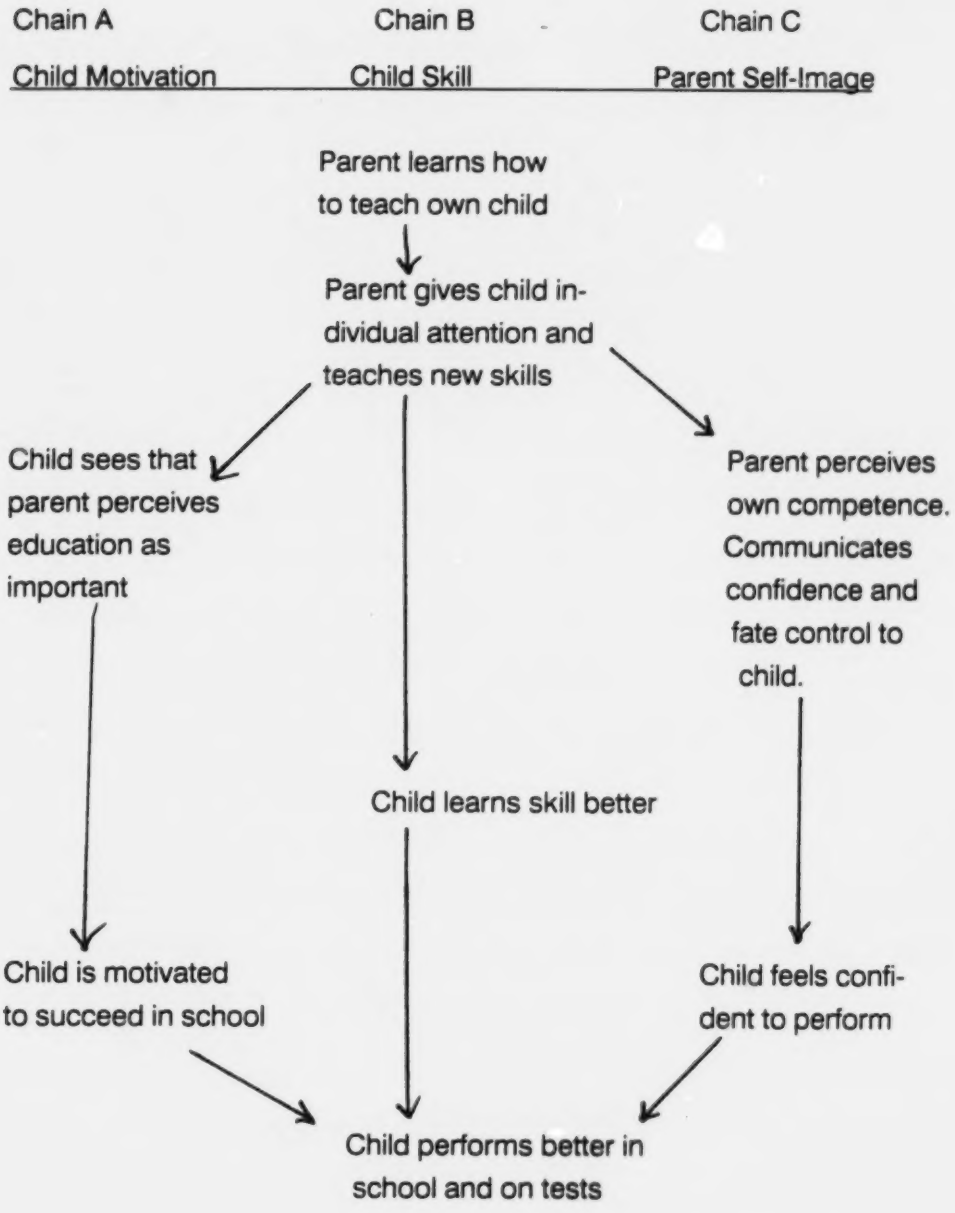
schools to invest money and time for intervention programs if a parent link is not in place. More important, however, is that the information and demonstrations provided to parents need to allow for sufficient scaffolds so they can, in turn, provide the same support for their children.

Stearns' "chains" (Table 2.1) reveal the relationships that exist between parents and children when the parents are confident in their ability to help their child learn a new skill (Stearns & Peterson, 1973). She hypothesized that when parents are trained to tutor their children, " sets of events which are supposed to be set in motion by parent involvement lead to successful academic performance by children" (p. 29). Further, she believed that Chain C was actually the most crucial link as it illustrates the nature of the parents' role in helping children realize they have control over their learning:

> While none of the psychological literature is clear on how much attitudes as a "sense of control" or "feelings of powerlessness" are transmitted from parent to child, it is certainly reasonable to assume that parents play a causal role in the child's perception of himself. (p. 30)

When parents feel confident about their ability to help their child, both parent and child benefit. Further, when a child experiences success from his efforts, he soon realizes that he is in control of his ability to learn. This extremely important realization could have a profound influence on the manner in which the child approaches challenging learning situations. The chain of events concludes with the child demonstrating improved school performance, however in some cases (children who have learning disabilities or emotional disturbance) measurable performance might not be evident. Other dimensions that are influenced by parent involvement include the parent/child relationship, the home/school partnership, and the school/community connection.

Table 2.1 - - Parents as learners and as tutors of their own children.
(Stearns & Peterson, 1973, p. 31)


Chain A
Child Motivation
Chain B
Child Skill
Chain C
Parent Self-Image
Parent learns how to teach own child
Parent gives child individual attention and teaches new skills
Child sees that parent perceives education as important
Parent perceives own competence. Communicates confidence and fate control to child.
Child learns skill better
Child is motivated to succeed in school
Child feels confident to perform
Child performs better in school and on tests

A fascinating study by Ames and Archer (1987) offers further insight into parents' responses to involvement programs. In their survey of over 500 mothers, "...the findings showed that achievement goals were related to specific beliefs mothers have about school learning" (p. 413). These beliefs also influenced the types of feedback they preferred from the school as well as how they defined success. Sixty percent of the mothers were "mastery goal" oriented and forty percent were "performance goal" oriented. Table 2.2 illustrates the delineation.

Table 2.2 - - Predicted Relation Between Achievement Goals and School-Related Beliefs (Ames & Archer 1987, p. 410)

| Specific Belief | Mastery goal | Performance goal |
|---|---|---|
| Success defined as | Improvement, working hard | Good grades, normative success |
| Preferred school feedback | Effort, progress | Grades, normative |
| Preferred tasks | Maximize challenge | Insure success |
| Attributional focus | Effort | Ability |
| Valued student characteristics | Effortfulness | Smartness |

Mastery mothers who attribute success to effort and performance mothers who attribute success to ability require different types of information and feedback. Specifically, mastery goal oriented mothers would be interested in knowing if their children were trying hard and were applying themselves to the best of their ability. In contrast, performance goal oriented mothers would focus on grades, class rank, and intelligence test scores with little interest in effort. The two different

orientations would have an influence on the expectations mothers would have regarding parent programs.

In sum, most studies of parents supporting the acquisition of their children's literacy can be characterized as focusing on the development of the parents' literacy skills (Edwards, 1991) or the documentation of parents reading storybooks to their children (Teale, 1986). Typically, the studies do not involve formal parent training programs nor do they include observations of the parents and children. A small number of studies were found that offered parents advice about how to support their child's reading (Goldenberg, 1984; Holdaway, 1979; McCormick and Mason, 1986). No studies were found which offered a structured intervention that (1) provided modeling and information through workshop demonstrations; and (2) discussed with the parents their interaction with their children during the course of the study.

## Reading Recovery™ and Project Prevent

Slavin and Madden (1989) distinguish three categories of effective intervention programs; Prevention ( Project Prevent, Reading Recovery™), Classroom Change (DISTAR, Cooperative Learning), and Supplementary/Remedial programs ( tutoring, Computer Assisted Instruction). They define a student at risk as "...one who is in danger of failing to complete his or her education with an adequate level of skills. Risk factors include low achievement, retention in grade, behavioral problems, attendance at schools with large numbers of poor students" (p. 4). Clay, of New Zealand, developed Reading Recovery. She states (1991):

> After a year at school New Zealand children whose progress is in the lowest 10 to 20% of their age group receive an individual one-to-one

programme designed to use the strengths they already have in literacy and accelerate their transition with more finely tuned instruction. (p. 22)

Recently, Slavin, Kartweit, and Wasik (1992) reported that Reading Recovery™ is among the top three successful approaches for preventing reading failure. The research on Reading Recovery™ is optimistic. The National Diffusion Network (1988) reports Ohio State University findings of 73%, 82%, and 86% students successfully discontinued in the years 1986, 1987, 1988 respectively. Children continued to maintain progress within the average ranges for two years following intervention. Morris stated (1992), "The instructional routine used in Clay's program makes perfect sense, melding support reading of simple, natural-language texts with a structured writing component that gets at sound/letter relationships" (p. 75). In a recent book concerning Vygotsky and education, Clay and Cazden (1990) "...suggest Vygotskian interpretations of Reading Recovery™ as a system of social interaction organized around the comprehension and production of texts that demonstrably creates new forms of cognitive activity in the child" (p. 206).

Lyons (1987 and 1988) found that learning disabled students respond favorably to the intervention as well. Pinell (1988) and Bermel (1987) cite positive reading, writing and language gains made by Reading Recovery™ students as compared to control groups. Holland (1987b) examined the impact that parents can have on students when teachers encourage their participation. The costs of the program are not low, but compared to the alternative of possible special education placement or adult illiteracy, it is a small price to pay. Similar to Reading Recovery™, Project Prevent meets Slavin's and Madden's criteria for an effective program; it is comprehensive, intensive, and includes frequent assessment of instruction.

Project Prevent, developed by Darrell Morris, is a first grade reading intervention program based on emergent reading research. It provides intensive one-to-one tutoring for students whose reading scores are in the lowest twenty percent of their class. Project Prevent differs from Reading Recovery™ on several levels. First, Project Prevent teachers are not given the intensive training that Reading Recovery™ teachers require. Second, Morris added the dimension of word analysis via an activity called "word sort." Children categorize words based on letter sounds, word families or vowel patterns and write the words from dictation as well.

Holland's statement (1987a) about Reading Recovery™ pertains to Project Prevent as well: "The emphasis is placed on developing within the child a self-improving system of reading strategies involving the integration of meaning, visual, and structural cues so that the child evolves into an independent reader and writer" (p. 6). The lessons follow a specific format and are implemented by trained tutors (Greenberg, Neiman, Skerrett, & Venn, 1991). During the session, tutors take "running" notes concerning the students' progress and adjust the lesson accordingly. Tutors meet with the first grade teachers to discuss their caseload, as well as to share problems and concerns. The format of the lesson usually proceeds in the same manner each day. A more detailed account of the lessons can be found in Chapter III.

Project Prevent has been in place in the school district which is the cite of this research study for the past four years. Data suggests that approximately 75% of the children will be reading as well as the students in the average reading group and will enter second grade with good reading strategies.

While Project Prevent is off to a solid start in this particular school district, and receives much administrative support, the home/school intervention appears to be the missing component to an otherwise excellent program.

Children who are experiencing difficulty at this critical stage of acquiring literacy require special support from teachers as well as parents. Clay stated (1991), "My special plea would be that we recognize that some children need extra resources and many more supportive interactions with teachers..." (p. 345). Another special plea could be made in behalf of the parents who also need "supportive interactions" with those who are in a position to offer the unique sort of guidance discussed in this chapter.

## Summary

In conclusion, several studies (Henderson, 1987; Holland, 1987b) indicate the value of parent involvement, thereby verifying the need for further research in this area. Nevertheless, none of the tutorial studies reviewed included a parent intervention component similar in design to that which was undertaken for this dissertation. This study offers an important contribution and a unique perspective for both researchers and practitioners as it provided a scaffolded parent involvement program of direct literacy support, encouraged parents to reflect on their actions, and promoted change through self-discovery.

## Chapter III

## METHODOLOGY

This study was designed to examine possible changes (over time) in the home literacy contexts of three families involved in a home/school intervention program. In particular, the goal was to observe the extent to which parents utilize newly learned strategies with their children, and to record changes in the parents' beliefs about the efficacy of the intervention. Additionally, it documents changes in parents' confidence levels in their children's abilities to learn how to read and in their own abilities to help their children in this endeavor. This case study analysis provides a wealth of information about the impact of one school's attempt to reach out to parents whose children are involved in a first grade reading intervention program.

### Sample

#### Site

Taylor Elementary School is nestled in Bakersville, a middle-class suburb north of Chicago. The average household income is approximately $56,000. Most students reside in single family homes, while a small percentage live in townhouses or apartments. The multi-ethnic school houses 320 students from approximately thirty different countries. The school offers a wide range of special programs including speech, advanced studies, a resource room, a self-contained

special education class, social work and psychological services. English as a Second Language (ESL) and academic tutoring are also provided for students needing non-special education services.

Population

The three families in the case studies were selected because their children qualified for inclusion in the Project Prevent program as determined by teacher recommendations and a diagnostic screening device based on a developmental perspective of reading. First grade teachers were asked to name those children whom they consider to be in the lower half of their class in reading, excluding ESL students. Each of those students was given a screening device which assessed areas such as alphabet recognition and production, concept of word (the ability to match the spoken word to the written word), word recognition, decoding skills, spelling, oral reading, and the ability to write sentences from dictation. Clay (1985) feels "... the real value of the diagnostic survey is to uncover what a particular child controls and what operations he could be taught next" (p. 14). The four students determined to be the most in need of help were placed on the tutor's caseload. It is this set of four students and their families who were asked to participate in this research project, however, one of the families chose not to participate. In an attempt to ease the manageability of the data, case studies were selected from one school and the children received tutorial instruction from the same teacher. The students were first graders from three different classrooms.

The students who qualified to receive Project Prevent tutoring displayed many similarities as well a differences as noted in Table 3.1. For the first time since the reading intervention program began at this school, all students chosen

were Caucasian girls. More detailed information concerning each case is discussed in Chapter 4. What follows is a brief description of each child.

Table 3.1- - Population Data

| Student | Birthdate | Family Status | Place in family | Occupations | Primary informant | Race |
|---|---|---|---|---|---|---|
| Ann | 3-29-85 | parents married | youngest of four | mother-homemaker father-jeweler | mother | Caucasian |
| Lee | 5-5-85 | parents divorced, lives with mother | youngest of three | mother-sales | mother | Caucasian |
| Carrie | 10-4-85 | parents divorced, mother remarried | youngest of two | mother - associate management step-father-self employed | mother | Caucasian |

Ann Simon, the youngest of four children, is the only child in the study who lives with both her mother and father. The parents were interested in the project particularly because the father had difficulty learning to read and Ann's older brother was experiencing problems as well. Ann has a very outgoing personality and enjoyed the one-on-one time with her tutor. She willingly participated in the book-sharing tapes and enjoyed being in the video presentation created for the parent workshop.

Lee Alter, the youngest of three children, lives with her mother and visits her father on week-ends. The parents divorced when Lee was very young. Mrs. Alter works full time. Similar to the Simon's situation, Mrs. Alter admitted that she had difficulty learning the sounds of letters and that one of her sons also experienced reading problems and was later diagnosed as having an attention deficit disorder. Mrs. Alter participated eagerly in the workshops. Lee enjoyed

doing the book-sharing tapes with her mother and participated in the video as well.

Carrie Conners, youngest of two children, lives with her mother and new step-father. Of the four Project Prevent students, Carrie was the only child new to the school and was an early entrant to kindergarten. Both parents work full time. Mrs. Conners' older daughter also had some difficulty learning to read. Unlike the previous two cases, Carrie did not want to tape herself reading to her mother. After the first tape was provided, the remaining two sessions were transcribed by myself as she read with her mother. Additionally, she did not want to (and was not encouraged to) participate in the video demonstration. A more detailed discussion about these issues is presented in the following chapter.

## Project Prevent Program

The goal of the Project Prevent program is to help students to sufficiently improve their reading so they will no longer need supportive services. The students received daily tutorial sessions lasting thirty minutes in length in addition to their regular instructional reading time. The daily lessons are taught in the following format:

1. Rereading. Students reread three books which were introduced on previous days. (Tutors choose from among approximately 129 books which have been divided into ten different levels of difficulty.) A basal primer is often introduced after the seventh level.

2. Word Study/ Word Sort. The student analyzes vowel patterns within words and sorts words into groups based on similar patterns.

3. Writing. The student composes and writes a sentence which is then cut-up, rearranged and placed in the correct order. This sentence is taken home.

4. A new book is introduced. Decoding strategies are taught which help the child know what to do when an unknown word is encountered and prediction is used to facilitate comprehension.

5. Word Bank. New sight words are written on cards and reviewed each session. This activity is dropped after approximately thirty words (which the child can recognize) have been accumulated.

When students demonstrate they have achieved the goals of the program, they are "transitioned" in order that other low testing students may begin their remediation. "Transitioned" means the Project Prevent program is no longer needed by the child and the child is exhibiting a set of self initiating behaviors, including using decoding strategies and making predictions.

## The Intervention

I developed a series of three workshops which were designed specifically to complement the Project Prevent program. Consultation with Dr. Darrell Morris, the developer of Project Prevent, as well as with the dissertation committee and the Project Prevent tutor, helped to determine the focus of the workshops. The main concept of teaching support reading while at the same time emphasizing active listening proved to be a simple, yet powerful tool for parents to use with children who are at this level of reading. Additionally, the need for the parents to have more information concerning Project Prevent, in general, was made apparent after discussions with parents of children who were included in this program in past years. Ultimately, the workshops were developed during the summer of 1991 in conjunction with an internship requirement supervised by Dr. Barbara Johnson. The following is a brief description of the three workshops.

Rationale For Intervention Program Components

As discussed in the first chapter, the intervention included five characteristics. First , it was theoretically sound. Just as teachers profit from the knowledge of a theoretical framework, so do parents. Information regarding the Project Prevent program, inventive spelling, and the nature of literacy development, helped parents to develop realistic expectations regarding their child's progress.

Second, it provided an appropriate match for the child's level of reading, ensuring that the parent would be working in the child's zone of proximal development. Using Project Prevent storybooks, which were just beyond those already mastered, added both a challenge and familiarity for the child.

Third, strategies for working with their children were introduced. Initially, the parents offered full support by modeling whole sentences for the child to repeat. They thereby avoided the struggle of a phonics lesson and the accompanying anxiety it can produce.

Fourth, the intervention occurred over a three month period of time, allowing many opportunities for the parents to experience and become comfortable with the strategies.

Fifth, parents received valuable feedback during the "think aloud" interview with the book-sharing tape transcript. The feedback was often in the form of reassurance, assistance, and clarification.

Procedures

After parents received a call from their child's teacher informing them their child will be receiving Project Prevent tutoring, I called to discuss the possibility of their participating in the research project. A follow-up letter was sent (see Appendix B) inviting them to the first workshop. It should be noted that the

workshops were presented by the Project Prevent tutor, Judith Karzen. While I was in attendance at the workshops, my role was that of an observer as well as to offer support to the presenter. The reasons for this were two-fold: one, to provide distance between myself and the workshop with the goal of not influencing parents' responses during interviews or surveys and two, to have the workshops led by the person most knowledgeable about the program and students and the person who will, ultimately, be the one responsible for continuing the workshops in future years.

Description of the Workshops

Workshop # 1. The purposes of the first meeting were 1) to educate parents about Project Prevent and 2) to explain their responsibilities if they chose to be part of the research project. Demonstrations included Project Prevent reading books, sentence strip activity guidelines for home use, and how to select library books appropriate for this particular level of reading. Also discussed were developmental stages related to spelling and reading. Handouts included a summary of the information discussed and an article related to these topics as well.

Workshop #2. The goals of the second workshop were 1) to introduce the concept of support reading and 2) to explain active listening. Demonstrations included the use of active listening, a video presentation of their children during a tutorial session and children's library books. Handouts provided were a summary of the information presented, a children's book list, and an article which offered suggestions about how to select books to read with their child.

Workshop #3. The purpose of the third workshop was to review previously presented material and discuss concerns. The video demonstration of their children went into greater depth and covered topics such as predicting story content, promoting comprehension, and the word sort activity. In addition to displaying children's library books, parent reference books, such as Jim Trelease's Read Aloud Handbook, were also available.

At the conclusion of each workshop, parents were given packets which included a blank tape, a book for taping, and specific directions concerning deadlines. The final workshop packet also included an evaluation form (Appendix C). For a more complete description of support reading, refer to the Project Prevent Parent Workshop Handbook in Appendix A.

## Role of the Researcher

The role of the researcher is best described in relation to successive research phases. Phases consisted of: (1) pilot studies; (2) development of the parent workshops (as described in The Intervention section); 3) workshop observation and data gathering; and 4) data analysis (see Table 3.2).

Table 3.2 - - Research Phases

| Phase 1 | Phase 2 | Phase 3 | Phase 4 |
|---|---|---|---|
| Spring 1991 | Summer 1991 | Oct. - Dec. 1991 | Jan. - July 1992 |
| District Research Request | Workshop development | Workshop presentations | Data analysis |
| Pilot - Book Sharing Tapes | | Gather and transcribe data | |
| Pilot - Home literacy survey | | | |

Phase 1

During the Spring of 1991 I requested (Appendix D) and received approval from the district of my employ to engage in research at Taylor School. Pilot studies were performed in conjunction with the Advanced Qualitative Research class taught by Dr. Kenneth Kantor. At this time, book-sharing tape data was collected, analyzed and graphically depicted in "web" form. Additionally, the Parent Survey of Home Literacy was piloted by a group of fifty PTA members.

Phase 2

The Project Prevent Parent Workshop Handbook was developed during the summer of 1991. While the majority of work on this project was completed by the end of the summer, refinement of the contents of the handbook continued until the completion of the workshops in December (Appendix A).

Phase 3

Three parent workshops were held between October and December. I gathered and organized data after each workshop to prepare for later analysis.

Phase 4

Data analysis continued from January 1992 to July 1992. Coding categories were developed and methods for display were organized.

## Data Collection and Analysis

### Types of Data

A variety of data sources were gathered in order to triangulate information and form a thorough composite for each case study. Book-sharing tapes, interviews, questionnaires, and surveys were collected once each month for three

months (October, November, December) from each participant in order to document the impact of the intervention. At the close of each workshop, parents were given a packet which included;

1) a summary of the information presented that evening
2) an explanatory letter regarding packet contents (Appendix E)
3) Parent Survey (Appendix F)
4) Parent Survey of Home Literacy Contexts (Appendix G)
5) Directions for the book-sharing tape (Appendix H)
6) a blank tape
7) Workshop evaluation (third workshop only) (Appendix C)

Tape recordings of the book-sharing sessions, follow-up interviews (Appendix I), a Likert scale Parent Survey, and literacy survey were the main data sources. Additional sources of information were field notes and a personal log written after observations of the students working with the tutor, after each workshop and interview and generally, whenever incidental occurrences or thoughts prevailed relative to the study. The notes were a source of personal memory storage as the length of the study and the amount of data collected increased.

Home Literacy Survey. This survey (Appendix G) asked parents to describe the types of literacy events that occur in their home as well as to detail different sorts of materials which are literacy related. The survey is a modified version of one created by Greer and Mason (1988) and was piloted with fifty families in the Spring of 1991. Modifications were made from parents' recommendations and personal observations of the data. For this research project parents were asked to complete the questionnaire at home once each month for three months. The survey was used to paint a picture of the status of

literacy in the home and to capture any changes which occurred within the time frame of the research project. Specifically, the survey included questions regarding the child's reading habits as well as the availability of reading and writing materials in the home.

Parents' Beliefs about Program and Self Efficacy Survey. A Likert-type scale (Appendix F) was developed with the assistance of Dr. Claire Grossman. The Parent Survey was given at the same points in time as the Home Literacy Survey. The purpose of the scale was to create a picture of how the parents felt about their children's progress and how they felt about their ability to help their children in reading. By incorporating information from the parent workshops, the scale helped to verify information received from the follow-up interviews and book-sharing tapes. Parents rated fifteen statements on a continuum from one to five or "strongly agree" to "strongly disagree."

Parent/Child Audio Book Sharing Tapes. After each workshop, each parent was asked to provide a tape of her child reading to her at home for the purpose of documenting the dialogue and tenor between parent and child and to investigate the degree to which parents experimented with the information discussed at the workshops. Parents were asked to include one book of their choosing and one that was provided to the families to ensure some basis of comparison. The books, chosen by the tutor, were selected because they would pose a challenge to the readers and prompt a response from the mothers. The storybooks were similar in structure and format to the Project Prevent books, thereby allowing a degree of familiarity and comfort for the students. Transcriptions were coded and analyzed in order to capture changes in parents' responses over a period of time. During a pilot study for Advanced Qualitative

Research (Spring 1991), a partial coding and display system similar to semantic mapping was developed for tape analysis. Additional categories emerged during this research project, thus broadening the coding system.

Family Interviews. Shortly after the tape, survey, and questionnaire were returned, an interview was scheduled and held at school. A technique that was found successful during the Spring pilot study was a "think aloud" (Appendix I). Parents were given a copy of the tape transcription and asked to "think aloud" as they read through the dialogue and to comment on their reasons for responding to their children in the manner in which they did. Information from the interview revealed parents' rationales for the ways in which they responded to their children's reading as well as insights into other relevant issues regarding literacy in their homes. This technique helped the parents to refresh their memories and reflect on the interactions in the transcription. A core of additional questions were also asked to help triangulate information gleaned from the other sources. All parents gave permission to tape record the interviews.

Time Line for Workshops and Data Collection

Parents of the Project Prevent students were contacted during the last week of September. The initial contact was made by the classroom teachers who informed the parents that their children would be receiving tutoring in reading. I called a few days later to ask if they were interested in participating in the parent workshops as part of a research study. The following three consecutive months (October, November, and December) were scheduled with workshops, data collection (book-sharing tapes, the Home Literacy Survey, and the Likert scale) and interviews. In addition, an evaluation form was collected along with the usual data after the final workshop in December (see Table 3.3).

Table 3.3 - - Time Line for Workshops and Data Collection

| | Workshop | Data Collection | Interview |
|---|---|---|---|
| October 16 | X | | |
| Week of October 25 | | X | |
| Week of October 28 | | | X |
| November 6 | X | | |
| Week of November 15 | | X | |
| Week of November 18 | | | X |
| December 4 | X | | |
| Week of December 13 | | X | |
| Week of December 16 | | | X |

Data Analysis

Case Studies. Case studies were developed for each family and are detailed in Chapter IV. They are a reflection of the information derived from the data sources and from personal observations as well; each data source representing a unique yet overlapping piece of information as seen in Table 3.4.

Table 3.4 - - Data Analysis

| | interview | literacy survey | book tape | Likert scale |
|---|---|---|---|---|
| To what extent were tutorial strategies utilized? | X | X | X | X |
| How do parents' beliefs change over time? | X | X | | X |
| How do literacy events change over time? | X | X | | X |

The composite attempts to portray the dynamics of change and increased awareness in such areas as home literacy, reading, strategies, the process of reading and Project Prevent. In addition, the composite reflects the levels of confidence in parents' abilities to help their children in reading as well as confidence in their children's abilities.

Information from the data sources was used to create a web analysis display for each family; one for each month, three in all for each family. The idea for the use of the web was drawn from reading strategy research (Anderson, 1978) and was refined in a pilot study during the Spring of 1991. The main areas of parent support which are graphically displayed are Book Sharing (Clay, 1985), Home Literacy Practices (Binkley, 1988), and Affect (Stearns & Peterson, 1973). More complete discussions of these areas can be found in the Chapter II Literature Review.

Treatment of the Data

Discussion of the findings is organized according to the three time periods of the workshops. When analyzing the findings consideration needs to be given

to the fact that the discussion and modeling of support reading did not occur until the second workshop. The data gathered after the first workshop, which was an orientation, could be considered as a baseline, whereas data gathered after the second and third workshops was in response to the intervention model.

Book Sharing Tapes. Parents were asked to submit three audio tapes within a week after each workshop. The tapes were transcribed and notes were recorded regarding the tenor of the dialogue as well. Three areas in particular were closely examined; text support, promoting comprehension, and affective responses.

The first, text support, consisted of three major types (Phonic Support, Word Support, and Support Reading) which are illustrated in graphs and two minor types (Problem Free Reading and No Response) which were omitted from the graph but included in tabulations:

1) Phonic Support - sound clues, sound blending, syllabication, and spelling cues
2) Word Support - modeling a word or pointing to a picture of the word
3) Support Reading - echo, partner, and independent reading
4) Problem Free Reading - The child read the text error-free
5) No Support - Parent support was not offered when the child was unable to read the word.

The coding of the transcriptions was centered on a focal unit and an analytic unit. The focal unit, or organizing unit, was the mother's response to the child as the child responded to the print in the text. Some exceptions occurred when she could have responded, or offered support, but chose not to do so. The analytic unit is the discourse unit that includes what the mother and child are looking at (text) and the child's response to the print. It was necessary to examine what occurred before (in terms of print) and how the child responded, in order to determine if the mother's response was appropriate. Table 3.5 is an

example of the coding process for the sentence, "Monkeys drum and monkeys hum."

Table 3.5 - - Example of the coding process

| PRINT | CHILD'S RESPONSE | MOTHER'S RESPONSE | CHILD'S RESPONSE | CODE |
|---|---|---|---|---|
| Monkeys | no response | Monkeys | Monkeys | word support |
| drum | no response | drum | drum | word support |
| and | no response | a-n-d (spelled) | andy? | phonic support |
| and | | no, and | | word support |
| monkeys hum | and monkeys ham | hum | hum | word support |

Percentages were calculated for each coded response and graphed similar to Figure 3.1.

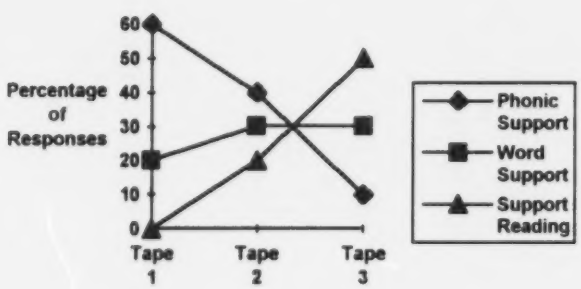



Figure 3.1. Sample - Graph for text support

There did exist a small number of responses which were difficult to code. For example, in one response, Lee's mother said, "...wuh-ish, wish." Since she offered both phonic support and word-based support the coding decision was

difficult. The response could have been coded as word support because it is more meaning-based and was the last response uttered. Ultimately, it was decided to code this response as phonic support as the interest was in documenting the transition of the mother's dialogue. This particular example demonstrated a continued adherence to a lower level strategy and was therefore significant to record. Fortunately, there were few ambiguous responses and they had minimal impact upon the complete picture for each case study. The total percentages of these problematic responses for all three tapes for each mother were: (a) Ann's mother = .3%; (b) Lee's mother = .9%; and (c) Carrie's mother = .7%. Interestingly, in each case, a phonic support clue was offered first followed by the mother supplying the word.

Table 3.6 is a summary which shows the use of support reading and whether it was done in a responsive nature. For example, in the second tape, the mother's use of echo reading was responsive to the child's needs (X/R), however, the partner reading segment demonstrated an insensitivity of the mother to the child's response (X without the R). The third tape shows the mother being responsive during each phase of support reading.

Table 3.6 - - Sample - Chart for Responsive Reading

| | 1st Tape | 2nd Tape | 3rd Tape |
|---|---|---|---|
| Independent | | | X/R |
| Partner | | X | X/R |
| Echo | | X/R | X/R |

X/R denotes responsive reading

Second, parent responses which promoted comprehension were tallied and sorted according to specific strategies used. Table 3.7 demonstrates the types of strategies used each session. Figure 3.2 illustrates the number of different types of strategies used over the three month period.

Table 3.7 - - Sample - Types of Comprehension Strategies Used

| | 1st Tape | 2nd Tape | 3rd Tape |
|---|---|---|---|
| Discussed Title | X | X | X |
| Asked Prediction Question | | X | X |
| Explained Vocabulary | | | X |

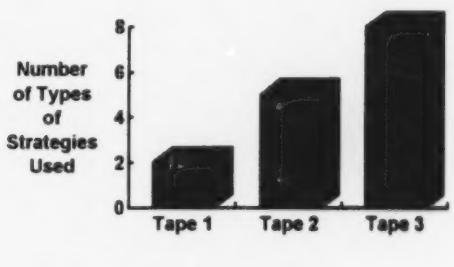



Figure 3.2. Sample - Number of types of comprehension strategies used

Third, Affective Responses were noted as either positive or negative exchanges. Responses such as "That was nice!" or "Very good!" were coded as being positive. Negative responses included comments such as "You're not reading - you are just guessing!" or "Don't look at me!" In both positive and negative responses, the tone of voice on the tape was as important to consider as

the words that were uttered. The number of responses in each category were tallied and transformed into percentages and graphed as seen in Figure 3.3.

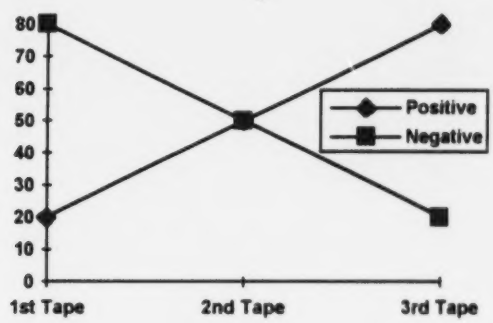



Figure 3.3. Sample - Affective Responses

Interviews. The interviews were scheduled shortly after book-sharing tapes were transcribed. Parents were given a copy of the transcription and were asked to "think aloud" about their reasoning for responding as they did when their children needed help. They were also asked specific questions which related to the issues of the research project. In Chapter 4, the case studies investigate the interview responses to four categories of topics month by month. Categories discussed include: (1) progress of the child; (2) parent's confidence in her ability to help her child; (3) feelings about Support Reading and workshops; and (4) feelings about Project Prevent. In addition, interviews afforded information about family relationships, family history, rationales behind responses, school issues, and much more. The additional information was helpful when compiling insights regarding family background and was invaluable when formulating the complete case study.

Parent Survey of Home Literacy Contexts. This survey, completed each month by the parents provided information about literacy events and materials in the home. Comparing the three surveys helped to document changes within the home. This information was useful when illustrating the "Home" section of the web each month.

Parent Survey. Fifteen items were developed from five basic categories reflecting parents' self-confidence and knowledge about supporting their child's literacy development. The Likert-type scale had a five point range, from "strongly agree" to "strongly disagree." Responses each month were used to complete the "Affect" section of the web.

## Summary

Four main data sources were utilized in an attempt to accurately portray each case study. The book-sharing tapes were the window into an otherwise private world of a child reading to a parent and provided a wealth of information regarding the impact of the workshops on parent support and on parenting styles as well. Follow-up interviews facilitated the interpretation of the tapes as parents revealed their thoughts for responding to their children as they did. They also provided information which helped to understand the family context. The Home Literacy Context Survey painted a picture of home resources and literacy related events, capturing the status of the home context over a three month period of time. The Parent Survey depicted levels of confidence in parents and changes in their beliefs about the process of learning to read. Each piece of data was utilized to complete the case studies. Finally, this information was graphically depicted in the form of a web in an effort to pull together information from the various sources

and illustrate the impact of the parent workshops. The three case studies reveal unique responses to the parent intervention program.

## Chapter IV

## CASE STUDIES

This chapter includes three case studies. Each case is analyzed in detail with information from two major sources; the book-sharing tapes and the follow-up interviews. Other sources, such as the surveys, questionnaires, and field notes helped to complete the picture. A final discussion at the end of each study attempts to address the major themes of this research project.

The first section is a general description of the family. This information was gathered from interviews, school records, field notes, and personal observations. The intention is to provide background information that will help the reader develop a greater understanding about the family system in operation in each case.

The second section is a study of the three sets of book-sharing tapes. Three categories are discussed: Promoting Comprehension, Text Support, and Affective Responses. Each category is investigated at three points in time: October, November, and December. Graphs and tables are used to illustrate change over time.

The third section is a discussion of five themes concerning the parent interviews. The themes are: (1) views of her child's progress; (2) confidence in her ability to help her child; (3) feelings about Support Reading and the workshops; (4) changes in the home literacy context; and (5) feelings about

Project Prevent. Again, each theme is explored over a period of time from October to December.

The final section is a summary of the previous sections. It attempts to answer the three main questions of this research study:

1. To what extent did the nature of the parent tutoring change over time? How well did the parent learn the technique of support reading? Did she use it responsively?

2. How did the parent's beliefs or feelings about her child's progress as well as in her own ability to support her child's reading change over time?

3. How did the literacy resources and literacy related events change over time?

## MRS. SIMON AND LEE

### Family Background

The Simon family has lived in Bakersville for the past fifteen years. Mrs.S. describes the family as being very traditional -- the type that is a rare find in our current society. The father works as a diamond setter and the mother is a home-maker. While she states that her life is not glamorous, she is quick to add that she has deliberately chosen to stay at home because "it is important to get everybody through school and give them what they need." The four children range in age from six year old Ann (the subject of this case study) to fifteen year old Sally. Their teachers have remarked that the siblings are supportive of one another and seem to thrive on their parents' attention and devotion. The two older siblings went to Taylor School (the site of the study) when they were younger and the two younger children are currently enrolled in first and fourth

grades. There exists a good relationship between the school and the Simon family.

Both parents were very cooperative during the research project. Mrs.S. attended all three workshops and Mr. S. attended all but one. Book-sharing tapes and surveys were always completed promptly. Both were very interested and enthusiastic. Mrs. S. even asked to borrow one of the supplemental books that was mentioned during the second workshop. They were especially concerned because Mr. S. had difficulty learning to read and their son, John, is currently exhibiting problems as well. Mrs. S. regrets that Project Prevent began after John completed first grade as he probably would have been a candidate for tutoring.

Ann, youngest of the four siblings, presents herself as a very charming, bubbly, "impish" first grader. She is of average height and weight, has short blond hair and blue eyes. Her husky voice adds to her outgoing, endearing personality. In addition, since I was a teacher in Ann's school, I had access to teachers' opinions. They reported that she has many neighborhood friends and is popular among her peers.

## Data From Book-Sharing Tapes

Mrs. S. and Ann were highly invested during the taping sessions. Ann enjoyed the one-on-one time with her mother and Mrs. S. took pleasure in helping Ann with her reading. Three categories of information will be discussed: Promoting Comprehension, Text Support, and Affective Responses. Each category is presented over a period of time from October to December.

### Promoting Comprehension

The category of Promoting Comprehension includes strategies used before, during and after reading occurs. Some of the behaviors included in this

category are: discussing the title, discussing the author, discussing the pictures, asking prediction questions, activating prior knowledge, asking comprehension questions, discussing the story line, reading for a purpose, explaining vocabulary, reminding to finger point, and explaining punctuation. The charts that accompany this section display the number of different responses in each of the tapes as well as the strategies used.

October and November. (These two time sessions will be described together since they were similar.) Mrs. S. engaged in three strategies to help facilitate comprehension. First, she said the title of the story. When interviewed she described her reasoning as follows:

> (from interview) Now, Ann and I are going to read a story. The name of the story is Go, Go, Go. So I told her to go ahead and she did say "Go, Go, Go," and I thought to myself the reason she said "Go, Go, Go," is because I said the title of the story. I knew she just didn't get it off the top of her head. She knew I said the title. That's why I said it. I wanted to get her in the right frame of mind.

Next, Mrs. S. discussed the author. She told Ann that the book was written by Dr. Seuss but during the interview she reasoned:

> I explained to her about the next book we were about to read and it wasn't by Dr. Seuss. I said that because she knows about Dr. Seuss and he was on the corner of it. It says, "A Dr. Seuss Book" and I tried to make it familiar to her. We have read all those books and I said it because she saw it on the corner. She likes Dr. Seuss books. I think that if they identify with it then that is the book they should read.

The third strategy Mrs. S. used was to remind Ann to point to each word as she reads, or in her words, to use her "pointer." While more mechanical than the

previous two strategies, finger pointing is of critical importance at this stage of learning how to read as it promotes the development of "concept of word" -- that a word is bounded by blank spaces. Whereas in the first interview, Mrs. S. glossed over finger pointing, after the second workshop she had developed a greater understanding about its role in reading development:

> I remember at the workshop that she said that if she is pointing to the word then she is saying it and if she is not pointing to it then she is not and it was true! A few times she didn't and we had to stop. She had to say it properly or point to it so I could see that she was reading it off the page. So much of this is just patience...

December. The tape following the third workshop demonstrated Mrs.S.'s growth in her ability to foster comprehension using eight strategies. A combination of her increased knowledge about reading along with Ann's progress allowed for other events to occur than just word reading. Mrs. S. prepared Ann for the story by engaging in pre-reading strategies. They began by looking through the pictures and discussing the contents of the story. Mrs. S. asked Ann to make predictions about what might occur in the story. She said, "The first thing we are going to do is look through the book and look at the pictures and see what you think about the story." Mrs. S. deliberately mentioned certain vocabulary that she thought would be difficult for Ann to pronounce or understand. She also tried to activate prior knowledge about this particular situation:

> Mrs. S.: Who is this?
>
> Ann: A guy.
>
> Mrs. S.: He looks like a butcher, doesn't he? Do you know why? What does he have in his hand? Hot dogs!

Ann: Hot dogs!

Mrs. S.: You know how we go to E & M and the butcher has the hot dogs in the case...

While reading the story, Mrs. S. reminded Ann to finger point, explained punctuation ("Yes, I will -- comma- then you pause..."), and commented about the end of the story ("And here he is at home with his mama, right?"). Her broadened repertoire of comprehension promoting strategies helped Ann as they prepared to read and make sense of the story.

Table 4.1 lists the strategies used at each taping and Figure 4.1 demonstrates the increase in quality and quantity of the third and final tape.

Table 4.1 - - Types of Comprehension Strategies Used

| | Tape 1 | Tape 2 | Tape 3 |
|---|---|---|---|
| discussed title | X | X | X |
| discussed author | X | X | |
| told to finger point | X | X | X |
| looked through pictures | | | X |
| asked prediction questions | | | X |
| activated prior knowledge | | | X |
| discussed story | | | X |
| explained punctuation | | | X |
| discussed vocabulary | | | X |

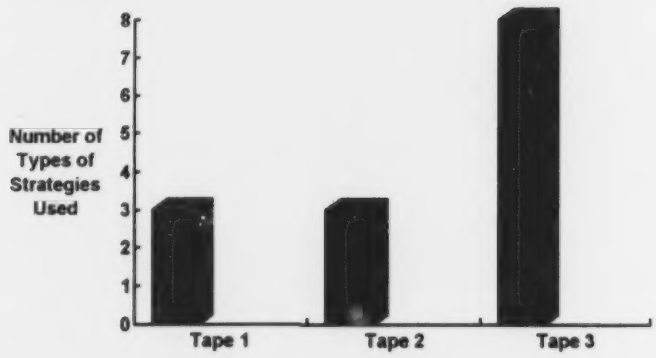



Figure 4.1. Number of Types of Comprehension Strategies Used

Text Support

October. The first book-sharing tape reflected a single-style response from Mrs. Simon with the exception of two sentences that she modeled in their entirety and Ann repeated. This particular type of modeling is qualitatively different from the modeling indicative of support reading as is seen in the next two tapes. The remainder of responses can be characterized by Mrs. S. modeling a word and Ann repeating it until the completion of the story. Mrs. Simon uttered a total of ninety-six responses within forty-two sentences of text. This example is typical of the style of exchanges between Mrs. S. and Ann:

Mrs. S.: Hand

Ann: Hand

Mrs. S.: picks

Ann: picks

Mrs. S.: an

Ann: an

Mrs. S.: apple.

Ann: apple.

When reviewing the transcript of the tape Mrs. S. shared the following insights:

> When we were doing the taping, I don't know if this was intimidating or not but she was just waiting for me to say it. I didn't want to make her more uncomfortable than she was or make her struggle more than she already was. I think that the reason I would stop saying "drum" or "hum" or whatever, is that I was expecting her to do the next two words. If there were three words on the page and I would say the first one I thought she would finish it and she just didn't and that's why I kept saying it.

With no other "tricks in her bag" to draw from Mrs. S. taped both books, Go, Go, Go and Hand, Hand, Fingers, Thumb in this manner.

November. The second tape represents a radical departure from the predominately word-supported first tape. Two books were read: Baby Chimp and Green Eggs and Ham. Mrs. Simon responded to Ann 193 times during 128 sentences of text. During both books Mrs. S. cautiously experimented with the concepts presented at the Support Reading workshops. I say cautiously because the readings were very mechanical. Baby Chimp was echo read one time only and then put down and the next book was started. While the next natural step would have been to explore partner and independent reading of Baby Chimp, this approximation toward Support Reading was appropriate as it demonstrated Mrs. Simon's willingness to take a risk with a new strategy she had not yet mastered.

Green Eggs and Ham continued in the same manner with two digressions. While most of the book was done in an echo format there also appeared a combination of sentence modeling and word support where Mrs. S. modeled the

sentence and then went back to her old style of supplying the word when Ann was stuck:

Mrs. S.: I will not, will not, with a goat.

Ann: I would not...

Mrs. S.: I will

Ann: I will

Mrs. S.: not

Ann: not

Mrs. S.: will

Ann: will

Mrs. S.: not

Ann: not

Mrs. S.: with

Ann: with a goat.

The second difficulty occurred at the end of the story when Mrs. S. asked Ann to finish the last three lines on her own. At this point Ann had not yet experienced the text through echo or partner reading and was being asked to jump ahead and read independently. Also, she had not given her mother any clues that she was ready for this independent reading. She immediately experienced difficulty and Mrs. S. instantly reverted once again to the style exhibited on the first tape.

While it was clear that Mrs. S. was not as responsive to Ann as she might have been, it was encouraging that she began to experiment with the ideas presented at the workshop. When asked how she felt about this change in style she stated:

I think it is better if you read the line first. That (the last workshop) was good. I didn't know about echo reading or me read a page and she read a

page. It is really good to know different techniques. Like if you read a line and let her read a line or you read a page and let her read a page. Helping really interested me because I always thought they were supposed to sound it out. I think most parents do. But now I think it is better not to let her struggle. It makes it very disruptive.

December. The second and third tapes are quite similar in that both reflect a dramatic decrease in the amount of word support offered and an increase in a more meaning based support. More important , however, is the contrast between the tapes concerning the quality of the interactions between Mrs. S. and Ann. Mrs. S.'s sensitivity to Ann's needs and her ability to "shift gears" when necessary was apparent in the last tape in which Mrs. Simon responded to Ann fifty times during forty-three sentences of text. The first time through, the story was read in an echo format. The second reading was done in partner fashion, each reading an alternate page. The third reading was done independently by Ann; however, when she experienced difficulty, Mrs. S. began to echo-read again (instead of supplying the word). Finally, Ann was asked to read the story independently one more time and this time it was successful and gratifying for both mother and daughter. At the end of the story Ann complemented herself:

Mrs. S.: The end!

Ann: The end!

Mrs. S.: Very good!

Ann: Excellent!

Mrs. S.: Excellent!

When Mrs.S. was asked why she asked Ann to read independently she replied, "I just wanted to because I knew she was doing well and I thought let me just see if she can do it as much as she can alone and she did!"

Figure 4.2 illustrates the changes in text support. The dramatic decrease in the amount of word support responses in favor of the more meaning-based support reading model is apparent by the second tape. An increase in the amount of problem-free reading (from 0% in the first tape to 30% in the last tape) coincided with the increase in support reading.

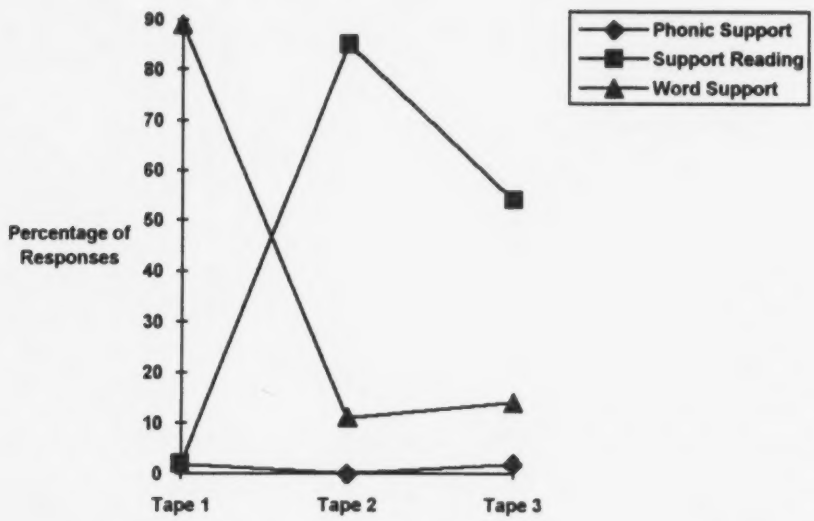



Figure 4.2: Text Support

Table 4.2 depicts the extent to which Mrs. S. used the support reading strategy and whether it was used responsively. For example, as was discussed earlier, Tape 2 showed Mrs. S. appropriately engaging Ann in echo reading for the book Green Eggs and Ham. The "X/R" in this column is used to emphasize her deliberate and suitable choice of this strategy. The plain "X" in Tape 2 demonstrates that while Mrs. S. asked Ann to read independently, Ann had not demonstrated that she was ready to perform on this higher level. The Tape 3 "X/R"s are evident because Mrs. S. demonstrated that she was actively listening

to Ann, and anticipated when she needed more or less support and responded appropriately.

Table 4.2 - - Responsive Reading

| | | | |
|---|---|---|---|
| Independent | | X | X/R |
| Partner | | | X/R |
| Echo | X | X/R | X/R |
| | Tape 1 | Tape 2 | Tape 3 |

X/R denotes responsive reading

Affective Responses

The third category, Affective Responses, captures the tone of the taping sessions. Emotions found here might be positive (enjoyment, encouragement, confidence) or negative (frustration, anger, confusion). Less easy to tally but of equal importance, is the general tone of the interactions as recorded on the tape. Comments about the ambiance of the taping session will be discussed as well.

October -- November -- December. While all three tapes can be described as very positive in tenor, Mrs. S. revealed in the first interview that she deliberately intended to encourage Ann to help build her confidence -- even when her reading was faltering. She explained:

> And it's good to encourage, right? Like "Very good, Ann!" and I don't say anything that is terrible if it is not good. You just don't say anything, right?

You just keep on going. If it's good then you encourage but I never discourage. Just turn the page and try again. That's what I try to do.

The tone of the sessions was very pleasant; Mrs. S. complimented Ann and made comments about the "cute pictures." At one point, while reading Green Eggs and Ham, Ann used the style of dialogue in the book to have fun with her mother:

Mrs. S.: This is cute, isn't it?

Ann: You let me be, Mom! (laughs)

Figure 4.3 demonstrates the high degree of positive comments (made by Mrs. S.) as compared to negative comments. As mentioned previously, all three book-sharing sessions demonstrated a favorable air and both Mrs. S. and Ann appeared to enjoy this time together.

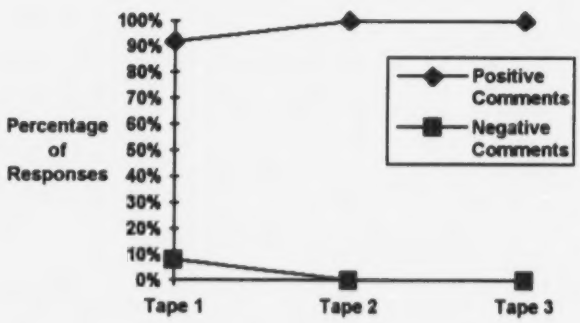



Figure 4.3. Affective Responses

## Evidence From the Interviews

### Progress of the Child

October. Mrs. S. knew from the start that Ann was not progressing in a similar manner to the three older children. She stated, "Everyone says, 'Gee, of all your children, this one is really different in all respects.' And it's true!" She was

concerned about Ann's inability to maintain attention and concentrate on the task at hand:

> Even in pre-school she would be looking the other way during directions, but when she had to do the project she knew what to do. Going into first grade I was more concerned about her behavior, to tell you the truth.

Both tutor and teachers reported that while she was somewhat fidgety, it did not seem to interfere with her ability to perform. When asked about Ann's reading progress, Mrs. S. shared:

> I think she guesses. She doesn't even think about the word. I don't think she looks at it. I think she is just off somewhere. Sometimes the word doesn't even have the same letter and she will say it. She is guessing. Maybe "impulsive" is a better word. She just says it to get it done.

In general, Mrs. S. was concerned about her lack of progress and about other behavioral issues; including motivation and Ann's lack of pride in her work. When asked if she sees any growth, she said, "I think she is progressing a little bit."

November. At this point a number of factors worked in conjunction to benefit Ann. The combination of Ann's classroom reading group instruction, Project Prevent Tutoring, and Mrs. Simon's increased awareness about how to help her daughter, had an impact on both mother and child. Mrs. Simon commented on this change:

- She is very enthusiastic. I think she feels more comfortable.
- It sounded like she wasn't struggling as much.
- She is much more aware. (Notices print while in the car and around the house)
- She was paying attention.

- I think there is definitely some improvement. Her interest is more.
- She is much more tuned in.

Mrs. S. had now attended two workshops and had begun to experiment with the concept of support reading with Ann. She reported that Ann was asking her siblings to listen to her read and was spending more time involved in literacy-related activities, in general.

December. After the last workshop, Mrs. S. was confident about Ann's progress in reading. Earlier concerns were no longer an issue:

- She was very receptive. She is good.
- This is much smoother. Last night when she read her book I sat there and couldn't believe it. She had no hesitations. Even the first word. Usually she can't even get it out. It was such a pleasure!
- She is trying to learn the words and read things.
- I think it is wonderful and there is definitely a change from when we started. I can tell by her reading and just her whole outlook.

Mrs. Simon's excitement about Ann's progress was a strong motivation for Ann to continue to do well. Ann's progress, in turn, kept Mrs. S. interested in being involved with her reading. A cycle that hopefully will continue into the future.

Parent's Confidence in Her Ability to Help Her Child

October. As noted in the pervious section regarding Ann's progress, Mrs. Simon expressed many concerns about her daughter in the beginning of the school year. She also expressed some concern about her own ability to help her child:

- I don't know if she doesn't want to say it (a word) or if she just doesn't know it or it just doesn't come to her again.
- (about a book) It is hard for me to come down to that level to understand it. Maybe it was too hard.
- She is a puzzlement to both of us!

This situation was especially frustrating because Mrs. S. knew her daughter was having difficulty, wanted to help, but did not know how.

November. After the second workshop, Mrs. S. had begun to internalize the concepts of support reading and active listening. This is captured in the following comment:

> You don't want to do anything to hamper her progress. You really have to know the child and what is going on. When I was listening to her I thought she was really listening to me -- so that was good.

December. After the third workshop, the book-sharing tape demonstrated an increased responsiveness to Ann's needs. The following thoughts reveal Mrs. Simon's reflective thinking about her actions:

> I read over the story during the day myself. I know what I'm supposed to do but I wanted to get the fine points.

When asked why she asked Ann to read independently she stated:

> I just wanted to because I knew she was doing well and I thought let me see if she can do as much as she can alone and she did. It is a sense of accomplishment. We always helped them, we just never knew how much to. She (Ann) doesn't realize how important it is, but we do.

As Mrs. Simon's knowledge-base broadened so did confidence in their ability to take risks and try different methods to help Ann.

Feelings About Support Reading and Workshops

October -- November -- December. Mrs. S. expressed positive comments about the workshops throughout the duration of the research project. When asked if she thought she would continue to use support reading, she replied:

> Yes, I think the repetition in the mind and you read and they read -- it's not like you jump in the water and learn how to swim. It is that kind of approach where you help and they do a little. I feel it really does help them. The most useful aspect was going through the steps and not letting her struggle. It is not like it is all in her hands. It's a psychological thing that we are doing this together. They hear you enunciate and when you say something a little louder or a little different. They hear that. They talk about visual, well, it is the same thing, visual and hearing. No matter how much I explain it to her -- but when I read it she hears and she is listening to me and watching me read. I think that is the whole thing. We are very happy with this. It has been a positive experience.

Changes in the Home

October. Ann began to feel she was more a part of the older siblings' home group. Reading had given her entry and she was now interested in spending this time with them. Mrs. S. stated, "I'll read a story and then she goes into the bedroom where they are all doing homework and she wants to do her story for them." The siblings were usually receptive to including Ann and often listened in as Ann and Mrs. S. did the book-sharing tapes together. Ann's acceptance as part of this group was probably a motivating factor for her as her reading progressed.

November. Ann had entered a new stage in reading where her interest in print had heightened. Not only was she more aware of print, but she also experimented with it, as Mrs. S. confirmed:

> If I am reading a newspaper in the morning, she will look and say, "Isn't that 'call'?" And I'll say, "Yes!" And she has been copying. She'll take books and copy a few sentences.

This stage in reading development (print awareness) is often accompanied by an increased rate of progress, as was documented in the final tape.

December. Both of Ann's parents enjoyed reading the supplemental articles provided at the workshops. Mrs. S. also expressed an interest in reading other books on this topic. She asked to borrow a book (Helping Your Child Achieve in School by Dr. Barbara Johnson) which was mentioned at the final workshop. She later stated, "I liked that book I borrowed from you. I am interested in that. I want to help the children in any way." Both parents reported that previously they were not interested in reading books of this nature, but they now find them helpful and informative.

Other changes effected Ann's relationship with her siblings. Now proud of her reading ability, she often shows off for her brother and sisters. They listened as she taped the last book. Mrs. Simon remarked:

> It is amazing because all of her brothers and sisters were sitting right there. They didn't say a word but they wanted to listen to her. She was not distracted at all. They liked listening to her.

It appears from the information gathered, that changes in the home touched every family member. Ann became more a part of a family literacy group, her siblings related to her on a new level, and her parents began to read books to increase their knowledge and competence in this area.

Feelings About Project Prevent

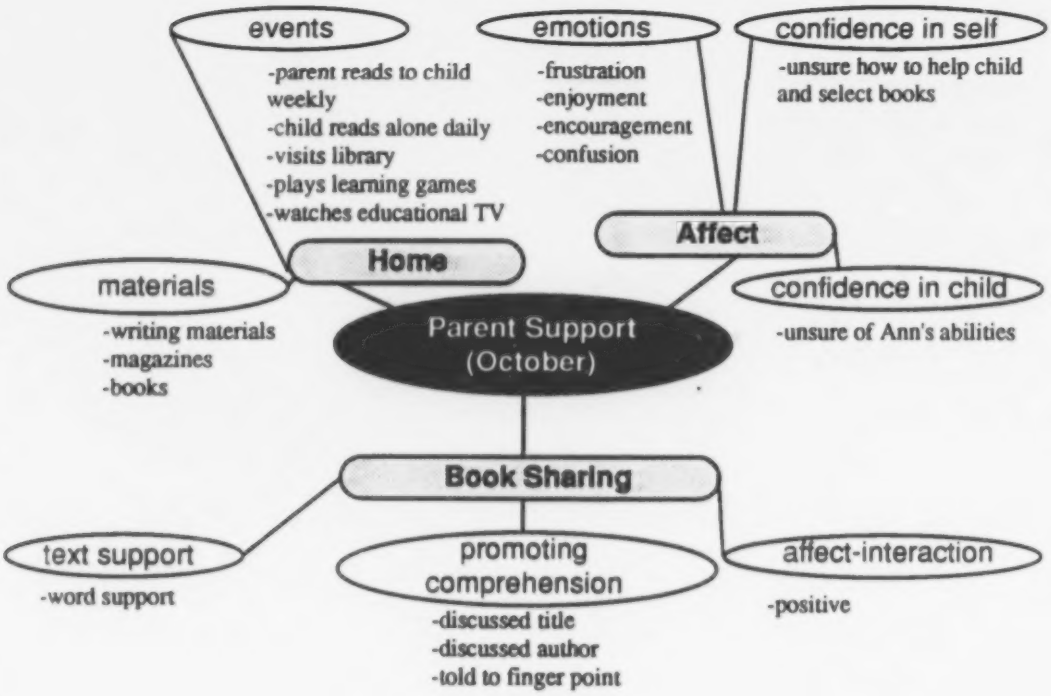
Mrs. Simon's feelings about Project Prevent were positive throughout the school year. Mrs. S. said, "I think it is wonderful!" and meant it, as was suggested by the intonation of her voice. She was glad that Ann was able to receive the special tutoring. These feelings remained constant from October through December.

## Discussion

A web analysis was created in an effort to fully depict the information from the various data sources. The webs were an outgrowth of semantic maps, (Anderson, 1978) originally designed to facilitate reading comprehension. Three webs were drawn in an effort to parallel the three time periods discussed throughout this research project. For purposes of discussion, the first and last webs shown in Figure 4.4 will be used as a basis of comparison. The second web is shown in Appendix J.

Book Sharing

To what extent did the nature of the parent tutoring change over time? The Text Support branch of the web most clearly depicts the dramatic transformation Mrs. S. underwent from October to December regarding her ability to offer support while her daughter read to her. At the onset of the research project her style was one-dimensional as she exclusively offered support at the "word" level and Ann repeated each word until the sentence was completed. After the third workshop, Mrs. S. added breadth and depth to her repertoire of skills. Favoring the support reading strategy over the once dominant word support tactic, Mrs. S. now was able to work with Ann in her zone of proximal development as she adjusted the amount of support according to Ann's needs. This new meaning



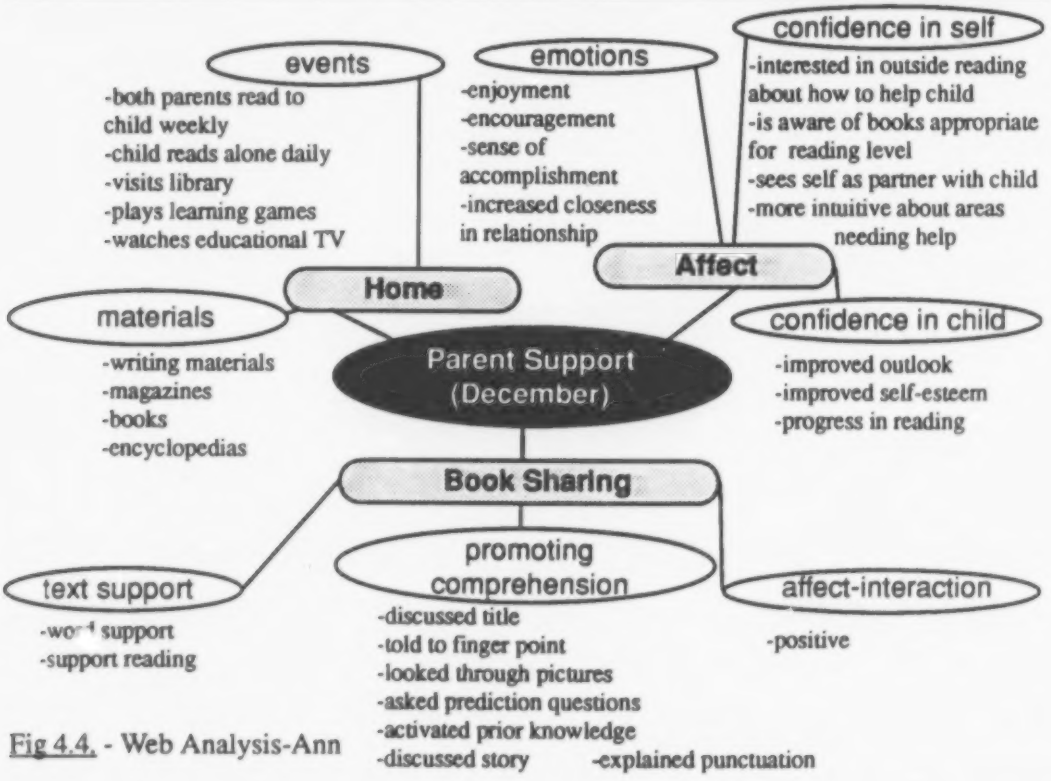




Fig 4.4. - Web Analysis-Ann

based emphasis also included more diverse attempts to facilitate comprehension and make sense of the text:

Affect

How did the parent's beliefs or feelings about her child's progress as well as in her own ability to support her child's reading change over time? The Affective branch of the web characterizes this change as an interesting turn-about in Mrs. A.'s outlook. She began the school year with the feeling that Ann would most likely encounter some problems in school but was unsure of the form in which those difficulties would appear. She admitted that she did not know how to help Ann and did not know where to go for help. A combination of Ann's progress due to class and tutoring instruction along with Mrs. S.'s involvement in the parent workshops prompted a cyclical effect. Mrs. S.'s increased knowledge and self-confidence in her ability to help her child, in addition to seeing Ann progress and feel better about herself, had an impact on the quality of their reading sessions. The positive tone of the last tape was strikingly different from the previous two recordings. The linking of these events along with other previously mentioned contributing factors facilitated this change.

Home

How did the home literacy resources and literacy related events change over time? The Home section of the web demonstrates that the Simons' household is rich with print related materials. From the beginning, Ann was surrounded by books, magazines, siblings' school books, and various writing materials. While this environment did not change per se, Ann's interest in it did. Ann's print awareness caused her family to respond to her in a new manner. Mrs. S. now found herself sharing her newspaper with her daughter. The siblings

began listening to Ann read aloud. Mrs. S. was now interested in reading books related to helping Ann in school and her husband shared this interest with her.

While dramatic changes in the home resources were not apparent (or necessary), involvement with the existing resources had a qualitative difference for the family.

## MRS. ALTER AND LEE

### Family Background

The Alter family consists of Mrs. Alter, a high school son Aaron, an eighth grade son Tony, and Lee, a first grade daughter. Mr. and Mrs. Alter were divorced a number of years ago and the three children remained with their mother in the Bakersville home. The children see their father on a regular basis. Lee's older brothers attended Taylor School and teachers reported that Mrs. Alter is cooperative and supportive of school endeavors. She works full time as a sales manager in a sporting goods store.

Mrs. Alter attended each workshop and was reliable about handing in tapes and submitting to interviews. She admitted that there was not always enough time for everything since she and Lee do not arrive home until five o'clock in the evening during the week. She did, however, make a conscious effort to read with Lee. During an interview, she shared her experience with her own mother:

> My mother never read to me. She hated it and she will admit it to this day. She loves to read. She reads all the time. She brought us up with reading hours and library time but she did not read to us.

This vivid recollection might have been a motivating force for the level of involvement offered by Lee's mom.

Lee appears slight in stature, resembling her brothers and her mother. She is a good looking child with a dark complexion, brown hair and brown eyes. She did not attend pre-school before kindergarten. Mrs. Alter explained, " I don't believe in pre-schools. I like a kid to stay a kid." She admitted that she felt this might be the reason Lee is behind in reading. The teachers report that Lee has many friends. They (and her tutor) shared the fact that she has a fidgety manner, often bouncing around in her seat. Mrs. Alter related a story that Lee had told her. The class was watching a movie and Lee had fallen out of her seat three times. She said to her mom, "I tried to sit still and I even asked them to put glue on me!" Lee's older brother was diagnosed as having an attention deficit disorder and Mrs. A. was concerned that Lee might also have this problem. Both older brothers experienced difficulty learning to read.

## Data From Book-Sharing Tapes

Mrs. Alter and Lee worked diligently and sometimes laboriously on the book-sharing tapes. Although the beginning tapes proved frustrating at times for Lee, she also enjoyed the process. Mrs. Alter reported:

> She liked hearing the tape. She listened to herself several times and then she went out to the music store and bought herself a tape so she could read, sing, and then listen to herself again.

### Promoting Comprehension

October and November. The first two book-sharing tapes revealed that Mrs. A. was not as much concerned with promoting comprehension as she was

with reading the words on the pages. In each tape, a single reference was made to direct Lee's attention to a picture to make sense of the text. In both instances, Lee was trying to decode a word and Mrs. A. would direct her attention to a picture and ask, "What is this?" Six stories were read altogether, two on the first tape (Go, Go, Go and Marvin K. Mooney) and four on the second tape (Clown Face, Baby Chimp, The Bicycle, and Brown Bear, Brown Bear, What Do You See?). There was no evidence of a serious attempt to engage in before, during, or after reading strategies to promote comprehension.

December. The final book-sharing tape consisted of one book, Little Pig. Mrs. A. spent a considerable amount of time engaging Lee in "before reading" strategies. She showed her the cover of the book and asked, "What does this book look like it is about?" She then looked through the pictures and discussed a possible story line while at the same time presented vocabulary which might have proved too difficult for Lee:

> Mrs. A.: Right - a hot dog guy. People who sell hot dogs and meat are called - do you know what they are called?
>
> Lee: No
>
> Mrs. A.: A butcher. And he says, "I'll make you into something!" Look how scared he is!

While no other comprehension strategies were noted during or after reading, the usage of the strategies to introduce a new book was a departure from the previous tapes. As was noted in Ann's case study, several contributing factors such as Lee's increased reading fluency as well as Mrs. Alter's desire to try techniques presented at the workshops, resulted in a focus beyond just reading the words on the pages. Table 4.3 illustrates the types of strategies used while Figure 4.5 displays the number of different strategies used each month.

Table 4.3 - - Types of Comprehension Strategies Used

| | Tape 1 | Tape 2 | Tape 3 |
|---|---|---|---|
| previewed book | X | X | |
| used picture clues | | | X |
| asked prediction questions | | | X |
| discussed pictures | | | X |
| discussed vocabulary | | | X |

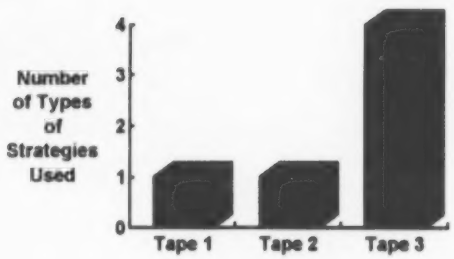



Figure 4.5. Number of Types of Comprehension Strategies Used.

Text Support

October. The first tape revealed Mrs. Alter's insistence that Lee sound out every word as she responded to Lee a total of 242 times for forty-nine sentences of text. She relied on two types of phonic support cues. The first, blending, is demonstrated in the following example:

Mrs. A.: n-n-n-ow

Lee: ow

Mrs. A.: No, listen to me. n-n-n-ow. n-n-n-ow.

Lee: w-w-w

Mrs. A.: Forget my finger and listen to me. N-ow. Now you say it.

Lee: ow

Mrs. A.: Where is the first sound?

Lee: nnn

Mrs. A.: ow

Lee: ow

Mrs. A.: Keep repeating it.

Lee: n-ow (repeats seven times)

Mrs. A.: now

Lee: now

This exchange is a typical example of the dialogue which predominated the tape. Mrs. Alter later explained:

> I let her look at the letters. I tell her to sound out the letters even though I know that those 'e's like in 'come' that you're not going to hear it. I just let her go ahead and sound it out. Then I will cover up the 'e' and say to just say these sounds together and when she does it enough times, she can get the word. If I find that she is still stuck I sound it out and say it to her.

The second type of help offered was sound clues such as these:

Lee: l...

Mrs. A.: Sound it out.

Lee: c-r-eh-eh-p. pig

Mrs. A.: All right, no. Sound it out. First the letter.

Lee: c-r

Mrs. A.: Stop here. c-r- two e's is ee.

Lee: ee

Mrs. A.: And what is this sound?

Lee: puh

Mrs. A.: Right. cr-eep

Lee: cleep

Mrs. A.: Close. You got an 'l' in.

Lee: creep

Mrs. A.: Right.

Occasionally, this over-emphasis on blending led to problems:

Mrs. A.: No, you know this word. 'i' is on one of your sheets. w-ih..

Lee: ll

Mrs. A.: W-ih-ll. What's the word?

Lee: Wuh-ill

Mrs. A.: So what's the word?

Lee: Wuh-ill?

Mrs. A.: Wuh-ill is not a word! What is the word?

Lee: will

During the follow-up interview, Mrs. Alter admitted that this taping session was somewhat upsetting for Lee:

> I didn't know how much to help her out...like when it came to words like 'climb' or 'swim' in the Go, Go, Go book. But I knew she didn't have all of the sounds down so on some words like that I would just go with it. I would sound it out for her a bit and help her to know what it was. It was tough for her. She was frustrated through part of it.

It is somewhat ironic that Mrs. A. placed such a heavy emphasis on sounding words out since she admitted that she "didn't learn phonetics quite as well as everyone else in the world." She added:

> People tried to throw phonetics in there later in life, in junior high, high school, and college and by that time I had picked up numerous accents and it just didn't work out as well as I thought it would. So my short 'a's and long 'a's never sound the same, so I've just given up. I can do the first grade but don't ask me to do anything else.

Usually, parents teach their children in the manner in which they were taught. Mrs. A., who learned with "Tom, Dick and Jane books" made a deliberate decision to do things differently for her daughter.

November. The second tape consisted of four books with seventy-six responses by Mrs. Alter for twenty-six sentences of text. The first three (Clown Face, Baby Chimp, and The Bicycle) were short books and were read in a style consistent with the first tape. The fourth book, Brown Bear, Brown Bear, What Do You See? showed an effort on Mrs. Alter's part to engage Lee in support reading:

> Mrs. A.: I'll do a phrase and you do a phrase in this one.
>
> Lee: No! You're doing a phrase and I'm doing a phrase, I don't think so!
>
> Mrs. A.: Why not?
>
> Lee: 'Cause I don't want to!

Mrs. Alter later shared her daughter's reasoning for rejecting her suggestion:

> She was just too excited about it. She read the book in a class. And we would go in the bookstore and look around and she saw the polar bear book that you showed us that evening at the workshop and I was thinking I would get it for her for Christmas but she went right over to her dad's two days later and she said to him, "You know, I want this book called Polar

Bear, Polar Bear." I keep saying that you have to ask if you want to get something. He didn't wait till Christmas time. He went out and got it. She was so excited to have this book. When she saw the brown bear book that you included in the packet she just zoomed at it and said, "No, we're not going to partner read this one!"

Mrs. Alter persisted, however, and at a time when Lee was having some difficulty, she finally agreed to partner read every other page. Mrs. A. said, "If she doesn't feel that she knows it she will let me... if it is new territory." Instead of completing the book in this manner, she prematurely leaped ahead and requested independent reading:

Lee: Green frog, green frog, what do you see?

Mrs. A.: I see a purple cat looking at me.

Lee: Purple cat, purple cat, what do you see?

Mrs. A.: You're not reading it!

Lee: That's what it says...

Mrs. A.: I know but you're not reading it. You're just looking at nothing. I see a white dog...

Mrs. A. and Lee: looking at me.

Lee: White dog, white dog, what do you see?

Mrs. A.: See if you can say this one.

Lee: I see a white...

Mrs. A.: No, sound it out.

Lee: I see a ...ack black black sheep looking at me.

While it was an appropriate choice to partner read, the request for Lee to "see if she could say this one" was met with difficulty. Instead of returning to partner reading, Mrs. Alter continued to the end of the book with this same pattern. As was also noted in the Simon case study, this approximation and

experimentation in the second tape is a positive step, possibly that "embryonic stage" referred to by Vygotsky.

December. This final tape documents an increase in active listening and support reading and a decrease in the amount of phonic-based support offered. Mrs. Alter offered twenty-eight responses for seventeen sentences of text. After spending some time previewing the book with Lee, Mrs. A. decided to ask her to partner read Little Pig. Lee expected her mother to echo read with her:

Mrs. A.: OK so let's try reading this. I'll read the first page and then you read it, OK? Little Pig.

Lee: Little Pig

Mrs. A.: "Go home," said the hens. "No," said little pig.

Lee: "Go home," said the hens...

Mrs. A.: No, you read this part.

Lee: I'm supposed to copy over what you are doing.

Mrs. A.: You are? Oh, yeah... well try this anyway.

Lee: "Go home," said the ducks. "No," said ...tle...little pig.

Mrs. A.: Right. "Go home," said the cows. "No," said little pig.

Lee: "Go home," said the sheep. "No," said little pig.

Mrs. A.: Right. "Go home," said the butcher,...

Lee: "or I'll mak...

Mrs. A.: Not mak, but make

Lee: you into...

Mrs. A.: This is a tough one.

Lee: S..sausages (whispers)

Mrs. A.: s...au..

Lee: saus

Mrs. A.: ages

Lee: sausages

Mrs. A.: "Yes, I will," said little pig. And then she goes home to mom, right? Look at that!

When asked why she skipped the echo reading, Mrs. A. replied, "For some reason, I must have missed it but then she knew it so well -- that must be why I didn't bother." As seen in the dialogue, the decision was appropriate. Lee had difficulty with 'make' ( Mrs. A. supplied the word) and 'sausages' (Mrs. A. blended the word). She then asked Lee to read the story independently:

Mrs. A.: Now, you read the whole thing to me.

Lee: Little Pig. "Go home," said the hens. "No," said little pig. "Go home," said the ducks. "No," said little pig. "Go home," said the cows. "No," said little pig. "Go home," said the sheep. "No," said little pig. "Go home," said the...

Mrs. A.: Sound it out. (silence) The 'ch' is a ch sound. (silence) Or rather a cher sound. Buh, right?

Lee: ut...tt

Mrs. A.: ch...

Lee: ch...

Mrs. A.: er...

Lee: er... but...

Mrs. A.: butcher

Lee: butcher, "or I'll mak...make...

Mrs. A.: Yes, make..

Lee: make you into sausages." "Yes, I will," said little pig.

Mrs. A.: There you go! That's not so bad!

Lee managed the story quite well except for the word 'butcher' which Mrs. Alter tried to help her blend together.

Figure 4.6 depicts the decline in both phonic and word support as support reading responses increased. Not shown, but of interest to note, is the fact that the amount of No Support responses decreased after the second tape (from 29% to 4%) and Problem Free reading increased steadily throughout (from 1% in the first tape to 43% in the last tape).

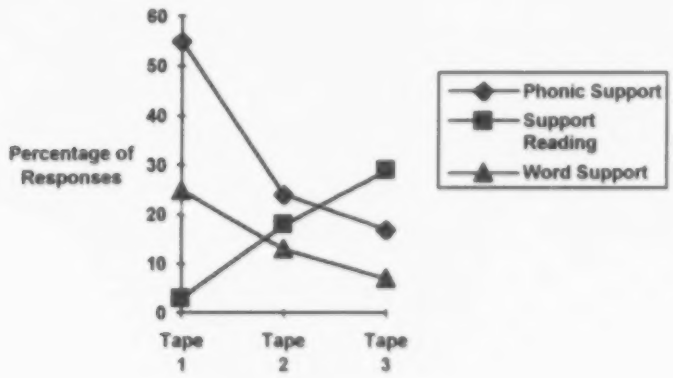



Figure 4.6. Text Support

Table 4.4 illustrates the support reading attempts and the responsive nature of Mrs. Alter in the second and third tapes.

Table 4.4 - - Responsive Reading

| | | | |
|---|---|---|---|
| Independent | | X | X/R |
| Partner | | X/R | X/R |
| Echo | | | |
| | Tape 1 | Tape 2 | Tape 3 |

X/R denotes responsive reading

Affective Responses

October. The first tape was very stressful for Lee. Mrs. Alter's insistence that she sound out every word eventually led Lee to tears:

Lee: I jump. I hide.

Mrs. A.: No, not hide. Look at the letter, Lee. What is the first sound?

Lee: Mom, I don't want to do this page!

Mrs. A.: Well, you're at the end. You've got to do it.

Lee: (whimpers) ...er

Mrs. A.: You already did it! What is the first sound? What is the first letter?

Lee: (whimpers) ...er

Mrs. A.: er-ide

Lee: ride

Mrs. A.: All right.

Lee asked her tutor if she heard her cry on the tape. She said she was crying because her cat had blood on her face and it scared her. Mrs. Alter explained, "A little bit before that she was real soft in saying that she didn't want to do it. She was probably hoping the cat would come in and distract her!"

The second book, Marvin K. Mooney, proved to be both too long and too difficult for Lee. Mrs. A insisted on completing the book despite comments such as these:

- I don't remember all these words. I'm only reading to here!
- I'll never get this word. I don't know what to call it.
- Please tell me, please, please!

A typical exchange sounded like this:

Mrs. A.: Sound that out.

Lee: c...

Mrs. A.: Don't look at me! Sound it out!

Lee: (whimpers) I don't know this word.

Mrs. A.: Yes, you do. What is the 'o' sound? Octopus.

Lee: ...ah

Mrs. A.: Like octopus, ah...come.

Lee: Come to go, go, go. I don't want to read this!

Mrs. A.: Oh, we're almost done.

Mrs. Alter was insistent that Lee sound out this and other irregular words, while offering an inappropriate sound clue such as the 'o' sound in octopus for the word 'come.' She also ignored Lee's many pleas to stop reading. Mrs. Alter's harshness and lack of responsiveness took its toll on Lee.

November. The tone of Tape 2 differed greatly from Tape 1, as the type of support Mrs. Alter offered began to change to a more meaning based strategy. The exchanges between the two readers are now more positive:

Lee: He hides. He jumps. He hugs.

Mrs. A.: That was pretty easy for you!

Mrs. Alter reported that, "...now she is quite happy to sit down and read to you. She never says she doesn't want to do it." This statement was confirmed by the tone of the dialogue on the tape; both Lee and her mother seemed to be enjoying themselves.

December. The tone of the last tape was positive from beginning to end. Not one negative or frustrating comment appeared from either or Mrs. A. or Lee. The level of Mrs. Alter's support was right on target and her compliment to Lee at the end, "There you go, that's not so bad!" was the icing on the cake. Mrs. A. noted a change as well and stated, "She (Lee) is happy where she is and until she got happy, that was the hardest thing to do. So I don't mind sitting down and helping her. We're pretty good together." Figure 4.7 illustrates the change in tenor of the dialogue during the book-sharing session.

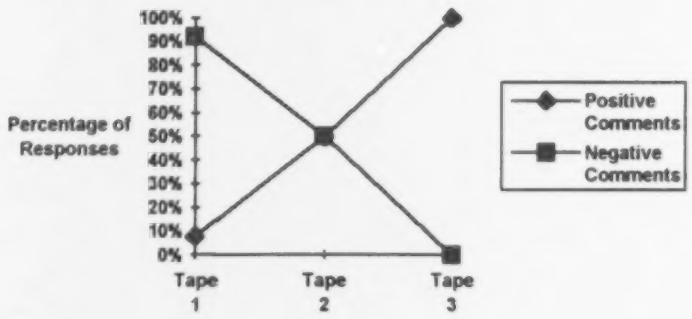



Figure 4.7. Affective Responses

## Evidence From The Interviews

### Progress of the Child

October. Mrs. A. expressed concern about her daughter's short attention span and her ability to read. She shared this insight:

> I used to think she could only read backwards. She can read backwards! She doesn't read it backwards but she starts backwards. Sometimes she starts with the end letter as the sound and forgets the first sound like in 'has' she gets the 's' then 'as' then she forgets that the 'h' is there. I say no, there is a sound before that, so you know I kept thinking she was dyslexic, reading backwards. She kept reading from this direction.

Mrs. A. knew that I was a special education teacher and asked if I would keep an eye on Lee. At one point she expressed concern about Lee's ability to handle the text in the first book-sharing tape. She said, "It was tough for her. She was frustrated through part of it. I think in Marvin K. Mooney, it was much longer than she thought it would be." Yet, despite these perceptions, Mrs. A. remained optimistic. She revealed, "She is really progressing when I see her, from day one to this." Despite the struggle displayed in the first tape, Mrs. Alter felt Lee was learning and continued to be pleased with her progress.

November. Lee's progress continued to impress her mother. Mrs. A. explained:

> I have seen a big improvement over the past few months. She is picking up magazines and spot wording, checking words that she knows and pointing it out to you. When we are driving I notice that she will spell out words. She sort of sounds them out but for the most part she wants me to tell her what it is. This way I know that she is recognizing her letters. But she does still have problems like with the 'b' and 'd.' She is picking up

things and looking at them on her own now. Not necessarily things to read but things that are just lying around the house like letters.

This increased awareness in print was noted by Ann's mother as well. Their observations are confirmed by the research of McCormick and Mason (1986a), who believe that "the meaningfulness of print must be emphasized before engaging children in word analysis" (p. 91).

Lee felt good about her progress, as well. Mrs. Alter shared this story during an interview:

> She was real proud of herself. She got the word 'cannot' in one of her books the other day without any help. She didn't even stop. She just looked at it and said 'cannot' and I said, "That's pretty good!" She said, "Yeah, can you believe it?" Then she ran off and showed it to everybody else.

As Mrs. Alter's ability to select suitable books for Lee improved, Lee's enjoyment during the taping sessions was apparent as well. Mrs. A. said, "When we walk into a bookstore I look at the pictures and stories that I like but I never think about what she could read so much as what she would be interested in." Now that she is selecting books which Lee can read, their time together is not as frustrating. In fact, Mrs. A. admitted that the books for the second tape were a "breeze." She was especially happy that Lee had a positive attitude. She said, "She was pleased with herself and she is happy that she is at school. I think the special attention gratifies her." Mrs. A. also mentioned that "...it is very hard to get her to sit" but did not verbalize any other concerns during the second interview.

December. Mrs. Alter felt there was a "big difference" in Lee's reading. She said:

> I even pointed it out to her. Look how much you know now! When the year started you couldn't do any of this. And she looked at me and said, "Well, I knew something!" I said, "Yes, but you didn't know how to do that! Look at how smart you are getting!"

During the workshop, Mrs. A. enjoyed watching the video tape of the tutoring sessions. She made this comment about the Word Sort activity, where the children classify words into groups according to their sounds:

> I never picture Lee doing things like that. If you thought about it maybe you would, but I have no concept of how they are learning in school and what you do, even though you tell us about going through the words. But I never picture her actually putting all those words like that into categories and knowing that when we get home that she can do that.

She felt confident that Lee was "...coming to school and feeling good about herself, even though she may not speak up, I would say most of the time she knows the answer." Comments such as these are a departure from the concerns expressed in October.

Parent's Confidence in Her Ability to Help Her Child

October. In the beginning of the school year, Mrs. A. placed a heavy emphasis on phonic support when reading with Lee, insisting that she blend or sound out each word. This style persisted despite her admission that she was not able to learn the sounds of letters herself. At one point she admitted, "I don't know how much to help her out and how much not to help her out." This is a common dilemma among parents of beginning readers. It is a confusing situation, and in Mrs. A.'s case, a frustrating one as well. She had good intentions and truly believed that it was necessary for Lee to sound out each word. She was

confident that she could help Lee with this type of support and was unaware that there were other choices which were more appropriate for Lee's level of reading.

November. After the second workshop, which discussed the concepts of active listening and support reading, and after submitting the second tape in which Mrs. A. began to experiment with these ideas, she was asked how she felt about the workshops. She replied:

> I think it helped to reinforce to me that I was doing all right. I'm not a teacher and you never know if you are doing too much. I just felt that I'm not doing too bad. I don't think that I help her too quickly. I let her fend for herself for a little bit and then take over if I really see she can't get it like with the word 'bicycle.' I knew she would never get that word but at least I let her try to get some of the sounds out so at least she is looking at it.

While her comments did not reflect her change in style on the tape, they did capture her confidence in her ability to help her child. Still clinging to the concept of the "struggle" of phonics, evidence on the tape suggested that she was beginning to try out strategies presented at the workshops.

December. Earlier in the research project, Mrs. Alter revealed that while there are many children's books in the house, few of them were appropriate for a beginning reader. During the last interview she felt more confident about her ability to select books for Lee to read. She said that she appreciated the book lists offered at the workshops "...because I walk into a book store and there is tons of books but that doesn't mean I am picking ones out that are suitable." For Mrs. Alter, this type of information was extremely helpful as she and Lee began to spend more time reading together.

Feelings about Support Reading and Workshops

October - November - December. Mrs. A. expressed many positive comments about the workshops. When asked what was most important to her, she replied, "Offering support when reading and making her (Lee) feel good about herself." She added that she would continue to make an effort to use support reading "...as books get harder. But then I know I never interrupt as they are trying to sound it out unless I really know they are not going to get it." It is significant that Mrs. A. added the "but then" part of her thought, as if she was somehow now wavering between the two positions of meaning-based verses phonic support help. She enjoyed the supplemental readings offered at the workshops and explained, "I read them at the breakfast table. I would never buy a book about it, but since someone gives it to me, I read it."

Changes in the Home

October. The Alter home was affected by subtle changes after the first workshop. Lee's increased interest in reading and sharing her reading with family members had touched each member of the family:

> Yes, she reads to me. If it is an easy book and she likes it she will read it to everyone. Aaron, the older one sits and listens to her and corrects her. Occasionally, you can flag Tony down. So she does read to everybody and if she really likes it she will read it right before she goes to bed, just because she has the sounds down so well.

An unexpected event, which was directly related to the research project is of interest to note. As was mentioned previously, after Lee and her mother finished the first book-sharing tape, Lee began using the tape recorder to record herself reading other books. Lee had increased the amount of time she was reading with family members as well as by herself.

November. During interviews, Mrs. A. often mentioned her appreciation for book lists which were provided at each workshop. By November, changes in her book selection process were apparent and according to the parent surveys, Lee received a subscription to a children's magazine. Lee's parents (including the non-custodial father) began to buy books which she requested, as was mentioned earlier, regarding the book Polar Bear, Polar Bear, What Do You Hear?.

December. The most notable change during December was Mrs. Alter's indication on the Home Literacy Survey that Lee was spending more time reading by herself. Lee's mother was now selecting books which Lee could enjoy on her own.

### Feelings About Project Prevent

October - November - December. Mrs. A.'s feelings about Project Prevent remained positive from October through the end of the research project. As she put it, "It's nice to see that they are catching someone that needs help. I like the way the program is set up. I have been very happy with Project Prevent." Mrs. Alter's support of the program and her compliments to Lee about her progress helped to enable Lee to learn and improve her ability to read.

## Discussion

### Book Sharing

To what extent did the nature of the parent tutoring change over time? As summarized in Figure 4.8, Mrs. A.'s initial attempts to engage Lee in support reading were met with mixed results (see the Text Support section). Lee resisted

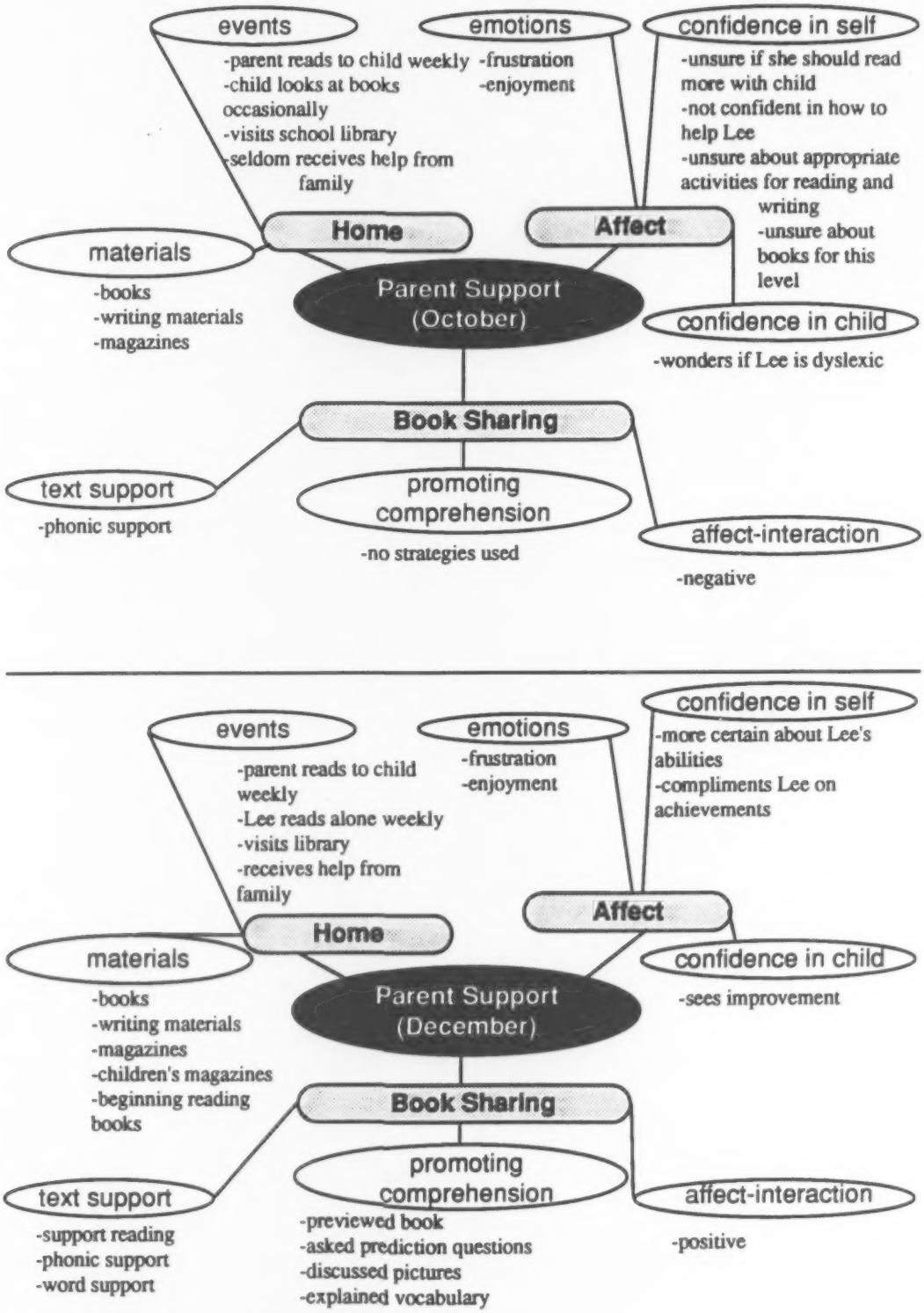



Fig 4.8 - Web Analysis-Lee

the suggestion because she was excited to see the particular book that was presented and did not want to be constricted by the format imposed by her mother. Mrs. A., seemingly unconvinced that her previous style of phonic support was ineffective, relented and continued in the manner most familiar to her.

The last tape, however, demonstrated a sincere interest on Mrs. Alter's part to change to a more meaning-based strategy, using both partner and independent reading when appropriate and including some pre-reading strategies. However, Mrs. A. also continued to have Lee try to break up unknown words and blend them together, which usually resulted with her modeling the word and Lee repeating it.

Affect

How did the parent's beliefs or feelings about her child's progress as well as her own ability to support her child's reading change over time? Initially, Mrs. Alter expressed concern about Lee's progress, suspecting that she might have learning problems similar in nature to her older brother's difficulties. However, as she observed Lee's growth and interest in reading, her worries abated. She was very pleased with Lee's progress and even shared these observations with her daughter on one occasion.

Mrs. Alter's self-confidence grew as well. She was especially pleased because she could now select appropriate books for her daughter to read. While she continued to offer phonic support, she also had begun to experiment with the concept of support reading and was confident enough to risk trying the new strategy occasionally (see Appendix K).

Home

How did the home literacy resources and literacy related events change over time? Literacy resources became available at a level to which Lee could relate. Where magazines were once available, now children's publications were offered. Where once children's books were on hand to be read to Lee, there now existed easy-to-read books which Lee proudly read to others. The Home section of the web details these changes. Mrs. A. expressed frustration due to lack of time to spend reading with Lee. She said, "It's not like there is a lot of reading time. It is like maybe thirty or forty minutes in the evening between cleaning up and doing other things that you can't do during the day." Being a single mother to three children and working full time does not realistically leave much quality time for family concerns. Given these obstacles, her involvement in this research project and commitment to helping Lee is commendable.

## MRS. CONNERS AND CARRIE

There were several issues which caused this case study to progress differently than the previous two cases. A lengthier introduction is necessary for discussion of these issues in order to better understand the data analysis which follows.

### Family Background

Mrs. Conners and her husband, Bob Fine recently married. They live in a home in Bakersville with Mrs. Conners' two daughters from a previous marriage. The girls, thirteen year old Amy and six year old Carrie, attend the neighborhood public schools. The family moved to this location a few weeks prior to the start of the school year. Before that, they lived at two other locations within

the district's boundaries. Mrs. Conners has a full time job in associate management and her husband is in the air conditioning business.

Carrie, the youngest daughter of Mrs. Conners, was also the youngest child in the first grade class. She appeared to be very petite and was always perfectly groomed. She had large brown eyes and long brown hair, which was often held in place with hair spray. She was an early entrant to kindergarten after having attended the local Jewish community center's child care program for three years. Mrs. C. had her tested at the public school in their neighborhood (they had not yet moved within the Taylor school boundaries) and she reported that the principal of that school told her that the test scores were "well over the acceptable level." Mrs. C. shared:

> Based on that, it was a hard choice to make. I wasn't trying to push her into public schools, I just didn't see what she was going to get out of another year there (in child care) other than increasing her developmental skills. I know she is in a classroom with several children who are a year older than her. I can imagine it is probably easier for them. They are a year older. I read all the studies on how the early kids have a hard time and I think this is bearing itself out.

Carrie experienced an unremarkable kindergarten year and enrolled at Taylor School for first grade. She also attended the district's child care program until 5:30 each day.

Being the youngest child in the first grade class was compounded by other issues raised by Mrs. C. during interviews. She stated, "I don't know what Taylor School does with kindergartners. It seems to me they had some degree of preparation, more that they did at our school. Supposedly, they are supposed to have the same curriculum." In fact, during the district-wide Project Prevent screening test this year, the school that Carrie attended had the fewest students

in the lowest quartile. In addition, the three other Project Prevent students had attended Taylor's kindergarten. After this was pointed out to her she said, "I don't argue with the testing. The results were what they were." What mattered, and what persisted, though, was her perception that the kindergarten experiences were not equal and that this was a contributing factor to the problems Carrie was experiencing at Taylor.

Another issue expressed by Mrs. C. was her personal feelings about ability grouping and Carrie's response to being in the lowest reading group. Carrie's older sister also experienced difficulty learning to read but had much success after her school eliminated groups by the time she was in fourth grade. She shared the following:

> I called because she (Carrie) was very unhappy about her group and it was a self-esteem thing. They didn't make an extra special effort to build her self-esteem up. They just said, "Well, OK, these kids they all go here," and she wasn't ready for that because she thought that she was doing good and now she got the idea that she is not so good but she seems to have gotten over that. She will tell me that she wants to be put into the green group or whatever. She doesn't seem to be challenged from what I've seen. I see the pace she is at. She will never catch up this year. It is highly unlikely if she is kept at a parallel course behind. She won't. It's great for kids at other levels but at the low end it is the worst thing you can do! It probably pegs them for the rest of their lives. It has to do with a whole perspective of yourself. The way you perceive yourself and the way the teachers perceive you. Smart kids are liked and kids that aren't so smart aren't liked. You really set a tone for the rest of their lives. I was a very good student, OK? I was an outstanding student, OK? I know just as well as anybody else. I got away with more because I was smart, the

teachers liked me because I was smart. That is how it is in life. I have seen my older daughter in both types of classes and there is no question about it, she did much better when they did a lot of cooperative learning activities and didn't break into levels for anything.

Mrs. C.'s perceptions are valid and her daughter's sensitivity about her reading group cannot be overlooked. Not surprisingly, these issues had a significant impact on Mrs. C.'s and Carrie's involvement in the research project. Two of the most interesting, and unexpected effects were Carrie's refusal to record book sharing tapes with her mother as well as her refusal to allow her mother to engage her in the support reading concepts of echo, partner, and independent reading. The latter, though never verbalized by Carrie, could have occurred because of the similarity of Mrs. Conners' request and the Project Prevent tutorial sessions, which also incorporated the concept of support reading. The linking of one to the other, compounded by her feelings about being in the low group and receiving additional help might have contributed to part of the explanation for her rebellion. During our last interview, at which Carrie was present, I asked her this question:

Interviewer: Carrie, do you like to echo read with Mrs. K. at school?

Carrie: No!

Mrs. C.: Do you not like when she reads? Do you prefer to read yourself? Do you feel that you know how to read so why should she bother reading to you?

Carrie: (no response)

In this instance, it was difficult to assess where Mrs. Conners' feelings ended and Carrie's began.

Mrs. C. submitted the first book-sharing tape after many calls and reminders. However, the books required for the research project were not

included and the book chosen was extremely easy for Carrie and little data could be obtained. At the follow-up interview, Mrs. C. discussed the taping problem:

> She associates the taping with it being judgmental. She wants to know why should somebody want to tape me? She is in Project Prevent because she is having a reading problem. I am not going to have her throw a fit so I can get a tape out of her. I explained why we are doing the tape. It is personal favor to you. I told her that you are as much interested in what I am saying as in what she is saying. Both of us are being taped, not just her. She didn't buy it.

After reviewing this problem with the dissertation committee, I decided that if Mrs. C. and Carrie agreed, I would observe them while reading together and transcribe the sessions on the spot and by hand. Subsequently, the second book-sharing session was held at school and the third, at Carrie's home. While these session went smoothly, after the second session, Mrs. C. felt, "...she was nervous when we read together. She thinks this a process for being graded." At the start of the final book-sharing session, which took place in Carrie's home, the following exchange took place:

> Carrie: But I don't know these words!
>
> Mrs. C.: You don't have to know them.
>
> Carrie: Yes, I do!
>
> Mrs. C.: We're not testing you.

Further evidence of Carrie's reluctance to participate emerged again when we asked her (as well as the other Project Prevent students) to allow herself to be video-taped as she worked with her tutor. She was told the truth; that the tape would be shown at the next parent meeting but that she could see the tape first. The thought of this upset her to such a degree that I decided not to include her in

the tape. The other two students eagerly participated and thoroughly enjoyed watching themselves on tape.

An array of issues, including Carrie's early entrance to kindergarten, Mrs. Conners' perceptions about the different kindergarten curricula, Carrie's sensitivity about being in the low reading group and receiving extra help, Mrs. Conners' feelings about ability grouping, and Carrie's refusal to tape, had an enormous impact on this family's involvement in the workshops and research project. Responses did not necessarily "fit" as neatly into categories for analysis as did the previous two case studies. This in itself is a story to tell, for there are sure to be families with complicating factors and extenuating circumstances who participate in parent involvement programs such as this one.

## Data From Book-Sharing Tapes

### Promoting Comprehension

October. Mrs. C.'s interest while reading with Carrie was to maintain her attention to the story line. She did this in four different ways. First, she called attention to punctuation in order to enhance the flow of text. She said, "Listen, do you want to do me a favor? Read that sentence again and when you see the dot, that's the period. That's the end of the first sentence and then you'll read the second sentence." Second, she encouraged Carrie to read for a purpose. For example, she said, "Let's find out what the other person's name is, OK?" Third, she discussed the story through the illustrations. In one example, she said, "See the two people sitting on top of him? Does he look very happy? No! Would you be happy if two people were sitting on top of you? I don't think so!" Fourth, she asked Carrie's opinion of the story by saying, "What did you think of that book?"

During the follow-up interview she shared the following:

> What I will do with her sometimes, and you might have noticed it, like here... she is reading the sentence and she is reading the words. She is not focusing on comprehension and I'll go, "Gee, look at that! They have five guys on top. Isn't that funny?" Then she'll think about what she actually read and she'll go, "Oh, that is very funny!"

She admitted that deriving meaning from this particular book was a challenge. She said, "It is especially hard to do with these books. They have a very limited vocabulary and sometimes the sentences don't make sense." Nevertheless, she was able to make the most of a difficult situation and called attention to the trivial and simplistic story line.

November. The second book-sharing session consisted of the books Baby Chimp and Little Critters. Five strategies to promote comprehension were used; discussing the title, discussing pictures, explaining vocabulary, explaining punctuation, and asking questions. Both of the questions which were asked required personal responses. They were, "Do you think a fish makes a good friend?" and "Do you think Mom would like if the dog dug holes in our yard?" Mrs. C.'s attempts to personalize the story for Carrie made the story more meaningful and caused her to think about the plot.

December. During the third book-sharing session, Mrs. C. and Carrie read Polar Bear, Polar Bear, What Do You Hear? together. Mrs. C. engaged Carrie in four strategies to promote comprehension, two of which were pre-reading strategies that were not noticed in the previous two sessions. She began the book by scanning the pictures. She asked Carrie, "First of all, let's look at the pictures. Do you have any idea of what kind of animals these are?" Mrs. C. also asked Carrie to make a prediction concerning the story. She said, "So, what do

you think this book is about?" Both strategies helped to activate prior knowledge and facilitate understanding.

The two strategies used during reading were also used in the previous session. Mrs. C. discussed the action in the pictures and explained difficult vocabulary. For example, she said, "What do you think braying is? It is not a real common word. I think it is something like a horse neighs, but a zebra brays." The strategies used by Mrs. C. were effectively and appropriately utilized. Table 4.5 and Figure 4.9 illustrate the types and amount of different strategies used each month.

Table 4.5 - - Types of Comprehension Strategies Used

| | Tape 1 | Tape 2 | Tape 3 |
|---|---|---|---|
| Explained punctuation | X | X | |
| Read for a purpose | X | | |
| Asked opinion of story | X | | |
| Discussed pictures | X | X | X |
| Discussed vocabulary | | X | X |
| Discussed title | | X | |
| Asked comprehension questions | | X | |
| Asked prediction questions | | | X |
| Previewed pictures | | | X |

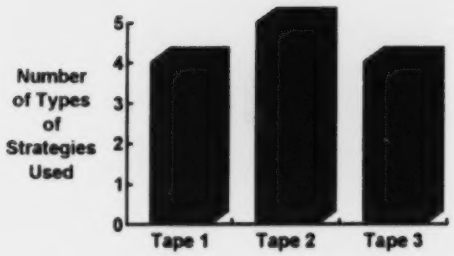



Figure 4.9. Number of Types of Comprehension Strategies Used

Text Support

October. The first book, A Man Sat, was very easy for Carrie and she read most of the book independently. A total of twenty-three responses were uttered by Mrs. Conners for thirteen sentences of text. Little data regarding text support could be gathered or analyzed from the dialogue on this tape. The one instance of phonic support went as follows:

Carrie: Sam m-mad?

Mrs. C.: No, because that begins with an 'a' honey. Remember that's the word you...OK, go ahead. What is the first letter?

Carrie: 'A.' I see, I have eyes!

Mrs. C.: And how do you pronounce 'a'?

Carrie: 'a'

Mrs. C.: OK, so that's the first sound, right?

Carrie: and?

Mrs. C.: Right.

The remainder of the book was read by Carrie with many hesitations followed by words of encouragement from her mother. During the follow-up interview, she explained how she helps Carrie when she is unable to read a word:

Sometimes after she gets tired after reading a longer book, or she comes to a word, that for some reason, she doesn't feel like sounding out, she will guess on it. I'll say, "Now don't guess, sound it out." When she sounds it out she is almost always able to do it. Now there is a word Vic and she has said the word Vic and then she got tired and came to it again and the book was longer than the average book and she will say something like 'van' or something like that. I'll say, "You know that's not van. Why don't you sound it out?" And when she sounds it out she is fine. It is just taking the time to sound out the words. She has no problem sounding out words. She is not trying to look at the pictures and trying to read. She generally looks at the pictures after she has read it. She is not trying to fit in the words by looking at the pictures. But she understands what the context is.

Although, clearly, she did not attempt support reading as defined by the workshops, she was actively listening to her child and responding to her in ways which indicate sensitivity and thoughtfulness.

November. Mrs. C. offered two types of support during this session. Two-thirds of her responses consisted of phonic support cues (sound clues) such as these:

Carrie: I like to lock...

Mrs. C.: Two 'o's sound like boo...

Carrie: I like to look at my fish.

The remaining one-third of Mrs. C.'s responses were word support clues as follows:

Carrie: He...

Mrs. C.: What is he doing?

Carrie: hanging

Mrs. C.: He is going from one to the next.

Carrie: Swinging

Mrs. C.: Sw...see these letters here? Is there an 'ing'? Not swinging, but swings.

While there was no attempt to elicit echo or partner reading with Carrie, Mrs. C. did request that she read the book Baby Chimp independently after the first reading. Carrie read the entire book flawlessly, indicating that Mrs. C. was on target with the request and offered Carrie an appropriate challenge. Mrs. Conners responded to Carrie sixty times for forty sentences of text.

December. The predominant response offered by Mrs. C. during the final session consisted of phonic support and word support, as described in the November transcription. A very small percentage of the cues related to pictures, possibly due to the fact that the animals in Polar Bear, Polar Bear were somewhat lesser known than in most books and vocabulary describing the animal sounds was more obtuse than usual ("fluting flamingos, trumpeting elephants, and bellowing walruses"). A total of sixty-eight responses were offered by Mrs. Conners for fifteen sentences of text. Carrie refused to allow her mother to echo read with her and her mother respected her wishes. She then continued to offer phonic and word support, the only types of help which Carrie accepted:

Mrs. C.: So it goes, hippopotamus, hippopotamus, what do you hear?

Mrs. C. & Carrie: I hear...

Carrie: a flamingo

Mrs. C.: fluting

Carrie: fluting in my ear.

Mrs. C.: Would you like me to read it first and then we can do echoing:

Carrie: No!

Mrs. C.: OK

Carrie: Flamingo, flamingo, who...

Mrs. C.: Same as before. What...

Carrie: do you hear? I hear a zebra...

Mrs. C.: bray...

Carrie: bray...

Mrs. C.: bray what? There is an 'ing' at the end. Bray...

Carrie: ing

Mrs. C.: braying

Carrie: ... braying in my ear.

Figure 4.10 illustrates the Text Support responses offered by Mrs. Conners. The depiction is less valid than other similar graphs in this chapter for several reasons. First, Mrs. Conners decided not to use the books requested and instead chose others which were poor matches for Carrie's level of reading. The book chosen for the first tape did not pose difficulty for Carrie nor did it prompt responses from Mrs. Conners. The third book was too challenging and was inaccessible even with full support. This sequence is depicted from the second to the third tape where phonic support, word support, and support reading increase dramatically. Although not included in this graph, the transcriptions also revealed a sharp decrease in the amount of Problem Free reading by Carrie (from 50% in the second tape to 0% in the third tape) as well as in the number of No Responses from her mother (from 50% in the first tape to 4% in the last tape).

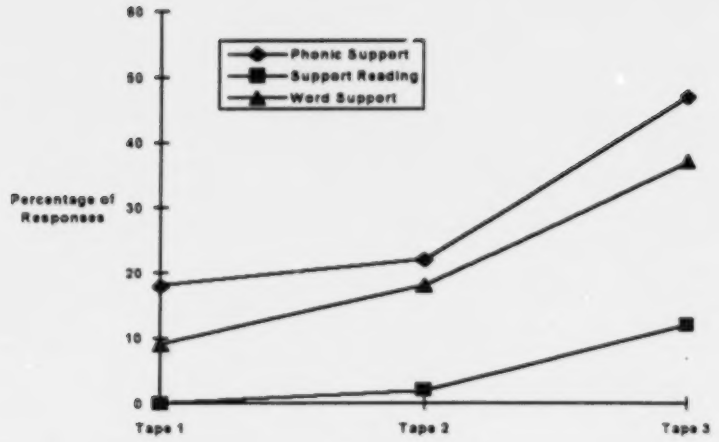



Figure 4.10. Text Support

Table 4.6 reflects the request in November for Carrie to read independently. While the responsiveness in conjunction with support reading was absent, it was noted that Tape 2 reflected active listening on the part of Mrs. Conners.

Table 4.6 - - Responsive Reading

| | | | |
|---|---|---|---|
| Independent | | X/R | |
| Partner | | | |
| Echo | | | |
| | Tape 1 | Tape 2 | Tape 3 |

X/R denotes responsive reading

Affective Responses

October and November. The affective responses by Mrs. Conners during the first two book-sharing sessions were positive in nature, consisting of

compliments such as, "That's great!" and "You are doing a great job!" The comments were used sparingly; four in the first session and only two in the second session. The general tone of both sessions consisted of Mrs. C. being positive and upbeat and Carrie being more reserved and self-conscious.

December. The third book-sharing session began on a negative tone, with Carrie expressing concern about the difficult words in Polar Bear, Polar Bear. After Mrs. C. reassured her and diverted her attention to the pictures, she cooperated fully. Mrs. Conners complimented Carrie at the completion of the story. She said, "And that is the end. You read a lot of big words and I am very proud of you!" Figure 4.11 illustrates the relationship of positive to negative responses during the three book-sharing sessions.

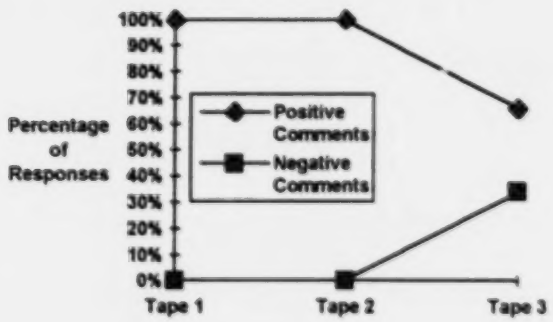



Figure 4.11. Affective Responses

## Evidence From The Interviews

### Progress of the Child

October. Mrs. C. stated that she was satisfied with Carrie's progress. However, she added, "It seems to me she was placed in the lowest group

because she didn't know how to read. She wasn't supposed to know how to read!" As far as she was concerned, Carrie was progressing as would be expected for a child her age. She stated:

> She has no problem sounding out words. All I know is that for every book that comes home, she is able to sound out every single word. From what I see, she is doing fine. She doesn't seem to have a problem. She seems to be learning at a progress scale that is going up at a pretty fast rate. When she started, she didn't know how to read at all. Now she does. When I look at what she is doing it looks normal for a first grader.

Mrs. Conners described Carrie as being "very interested in reading and very interested in doing well. She is self-motivated." She admitted, however, that a lack of self-confidence was interfering with her progress:

> What I've noticed about her in the past week or so is that she will sound out the words silently. She'll whisper it, like (whispers) 'here' and then says 'here.' When she feels comfortable she'll say it. So she is not reading the sentence like "Nan sat on the mat." She will alternate whispers and says the words in the sentence. I think that that is just a confidence thing. When she has more confidence in herself she won't do that anymore. I try to tell her to just go ahead and say it. The worst thing that can happen is that it is not right and that I'll correct it. When she whispers it to herself it's correct. She knows how to sound out words but she needs that double effort right now.

Mrs. C.'s contention that Carrie's problems are due more to the "system" than to difficulties she might be experiencing changed in the following months.

November. Mrs. C. felt that Carrie was "definitely making progress." Yet, in this second interview, she also shared some concerns for the first time. She

stated, "She (Carrie) was getting lazy and guessing at words" when she had problems recalling sight words. Then she added:

> It is interesting, and this is what they marked on her report. Sometimes she will have difficulty with recall. With the word 'friend' she had seen it a lot of times and it was no problem. But with the word 'this' she couldn't get it. She forgot it over and over and over again. It would be seconds before...and she still couldn't do it.

Mrs. Conners' shift in focus to problems Carrie was having and away from school issues was a departure from previous conversations.

December. Mrs. C.'s confidence in Carrie's abilities continued to erode by the third interview. Whereas in the first interview she felt that Carrie was doing fine, by the third interview she became more introspective, less angry, and more realistic about Carrie's difficulties in learning how to read. She admitted, "I was never really told where she is or how she compares to the group." Initially, it was her own perceptions which were of primary importance. By now, what mattered was how Carrie's teachers saw her functioning relative to the rest of the group.

Parent's Confidence in Self and in Her Ability to Help Her Child

October. Early in the school year Mrs. C. appeared very confident but somewhat surprised and confused, not really sure how to respond to the news that Carrie needed extra help:

> It is really hard for me to gauge how concerned I should be. No one has told me how concerned I should be. Should I be very concerned, a little concerned? Are we looking at somebody who is LD or is she too young to

tell? When they tell me that she is at the bottom of her reading class and she has to go into a special program, how am I supposed to know? I can bet that is probably how some of the other parents felt. When I see her bringing home books every day and I see her reading them with no problem then I start to wonder what's the problem?

Lack of sufficient communication to suit her needs left her puzzled about Carrie's problems. She was hesitant to call school because, as she put it:

> I already called once and I'm hesitant to call again. You know, if you call too much they peg you! I would think if they were concerned enough to put her in this group that they would tell me prior to conference time. Like tell me how she is doing, but I guess they didn't feel it was necessary.

Her confidence was obviously shaken. This reaction, compounded by feeling somewhat helpless and uninformed, left her frustrated and uncertain about her feelings.

November. During the second interview, Mrs. C. expressed frustration about Carrie's difficulty recalling sight words. She finally blurted, "I can guarantee that by the time she is twenty she will know how to read!" This very uncharacteristic remark from her reflected some degree of frustration once again.

December. Mrs. C. appeared somewhat confused by Carrie, in general, as was revealed in the comment, "Carrie's childhood we may never unlock." Clearly, she was finding it difficult to understand and assist her daughter in ways she felt might be helpful, due to Carrie's resistance. She seemed to have given these problems a great deal of thought and after the third workshop she said, "My perspective seems to be different. Either they (the other parents in the group) have this big understanding I lack or they are not interested." Mrs. C. was

working hard to try to understand the situation and make sense of it; that other parents appeared somewhat less concerned was disconcerting to her.

Feelings About Support Reading and Workshops

October. After the first workshop, Mrs. C. seemed agreeable about trying to involve Carrie with the concept of echo, partner, and independent reading and active listening. However, Carrie was not receptive and Mrs. C. did not insist. She explained:

> She does not want me to read the book with her. She does not want me to read the book prior to her reading it. She does not want to echo read. She wants to do it by herself. We had some discussions about that and we went back and forth. I told her this is how you do it with your tutor and you can get an idea of what the words are and some of the sounds to know. But she wants to do it by herself. She seems to do OK. It is tougher on her but she is tough on herself.

It is easy to understand why Mrs. Conners dealt with the situation as she did. She respected Carrie's feelings about her request and knew Carrie well enough to know that further pressure about this issue would have been counterproductive.

November. While Mrs. C. demonstrated an understanding and acceptance of Support Reading during interviews, she also listed reasons why it would not be appropriate for her at this time:

> It's not that I don't think it's...it just doesn't work for me at home. When she brings home her little books from school to read, one, she does not want me to echoing and two, it really does not lend itself to that kind of thing. The words are not sight words. They are phonic words and are words that she should be mastering or should have mastered. So she

should be able to sound them out by herself. For me to do the echo procedure would really be inappropriate. The other books that I read, that is a time...that is not the primary purpose is not reading instruction. It is a social time for her to read with me. So to start with the echoing, it is just not an appropriate time. And I figure that she does get it here so she gets her classroom work with her teacher and she is getting the echoing kind of thing with the tutor. She is practicing her phonetics with me and then she is getting general reading and I would guess vocabulary enhancement just from me reading to her.

She also indicated that she was already aware of the subject matter being discussed at the workshops and she did not find it useful in her situation.

December. When asked about her feelings about the information from the three workshops, Mrs. C. offered the following:

- I think that it is helpful because the child becomes more comfortable. She would have been more comfortable if she had heard me do it first. There is no question about it. But for whatever reason, she didn't want me to.
- The ( supplemental readings) were good but I think less is more sometimes.
- (About the children's book lists) You can go to the library to get that. We have a good one here.
- Watching the kids in the videos was very helpful because then you can see what you are talking about. It is much different to talk about something than to see it.

The mixed reviews by Mrs. C. were not unexpected. Realistically, a workshop such as this will not meet everyone's needs or be appropriate in all situations. It is important to understand the reasons behind such responses.

Changes in the Home

October - November - December. From information derived from interviews and surveys, there did not appear to be changes in this home during the term of the research project. Whereas in the previous two cases the children were reading more often to other family members, this was not encouraged in Carrie's case. When asked who reads with Carrie, Mrs. C. replied:

> It is generally with me. Once in a while she wants to read with her older sister and I don't want her to because she always tells her what the words are and that does not help her. Carrie gets frustrated easily and you have to know how to deal with it and her sister doesn't. So it is generally me. But in terms of reading stories to her, that is about fifty-fifty, my husband and myself.

Mrs. C. described the home as being rich in reading and writing materials and learning games. Changes were not noted in literacy related materials or literacy events.

Feelings About Project Prevent

October. Mrs. C. responded to the question about how she felt about Project Prevent by saying, "I don't have any problem with it. It is very interesting." However, she expressed greater concern about the way Carrie perceived the program. For example, Carrie wanted to know why the tutor was jotting down notes during the lesson. (This is a standard procedure that allows the tutor to keep track of progress.) She shared the following story:

> I think when she asks questions she doesn't get any answers. She had questioned why Mrs. K. was writing something down. I told her to ask! The answers she got were insufficient and were too simplistic for her. It

might be that they were true but she didn't believe them. She is very suspicious of this whole thing. She wants to know, why is somebody writing down things about me. What does this all mean? Could there be something wrong with me? She hasn't expressed that in other areas. She has a lot of positive feedback from her teachers and from me and my husband. There is some balance but she is generally suspicious, which seems reasonable.

Most likely, it was difficult for Mrs. Conners' positive feelings not to have been compromised when she saw Carrie's reaction to the tutorial sessions.

November. During the second interview, Mrs. C. expressed skepticism about Project Prevent. She said, "I wouldn't know (how I feel about Project Prevent) because I have nothing to compare it to. How would I know if she would be doing just as well if she were sitting in her class?" Later she added:

> The only thing in terms of Project Prevent is if they had statistics for us. We hear that it helps children but how do we know? When my husband went to the first class he asked and they didn't say anything.

The question her husband had raised was discussed at the first workshop; however, for some reason, this information was not passed on to Mrs. Conners.

At this point, another issue concerning Carrie's comfort level in the program arose. Carrie's tutoring lessons were scheduled during seat work time and this upset her a great deal. Even though the teacher told her she did not have to do the missed work, she enjoyed doing the worksheets. During the Fall conference, Mrs. Conners asked if the time of the lesson could be changed so Carrie could be in the room during seat work time:

> Well basically, their answer in a nutshell was it is not our fault, it is her fault. I'm not trying to...she puts this on herself. OK, nobody is blaming

anybody, but now that you know how she is, can't we accommodate her? That is her personality. Some things we just can't change. She doesn't want to be different, she wants to be like everybody else. And on top of it, the seat work is not new concepts. It is stuff that she knows real well. When she turns it in and she gets a hundred and a 'Super!' and a sticker it is real important. It is positive reinforcement that she needs. Not everybody needs that, but she does. So when her teacher tells her you don't need to do it, it falls on deaf ears. She does need it. So I asked if they could accommodate, that it would help. It is difficult because they can't pull her out of music and gym and art and stuff like that, so... when I left I heard them working on it.

The schedule was switched with another student who did not mind not having to do the paperwork. Carrie felt better about leaving class at a time that she would not be missing something she liked to do.

December. When asked how Project Prevent could be improved, Mrs. C.'s response, once more, was directed back to the need for more information. She said:

> The only thing I would add is some explanation of expectations; what parents should expect would result from their child participating in the program. It has never been verbalized to me. I couldn't tell you what I should expect other than a general sense that her reading should improve. That needs to be verbalized a little more clear. There should be a one-on-one conference when they tell you how she tested and why and specifics about how she compares to the group. That never happened.

These comments were passed on to administrators and teachers involved in the program. Parents have different needs and the success of a parent involvement program hinges on these needs being met in a sensitive manner.

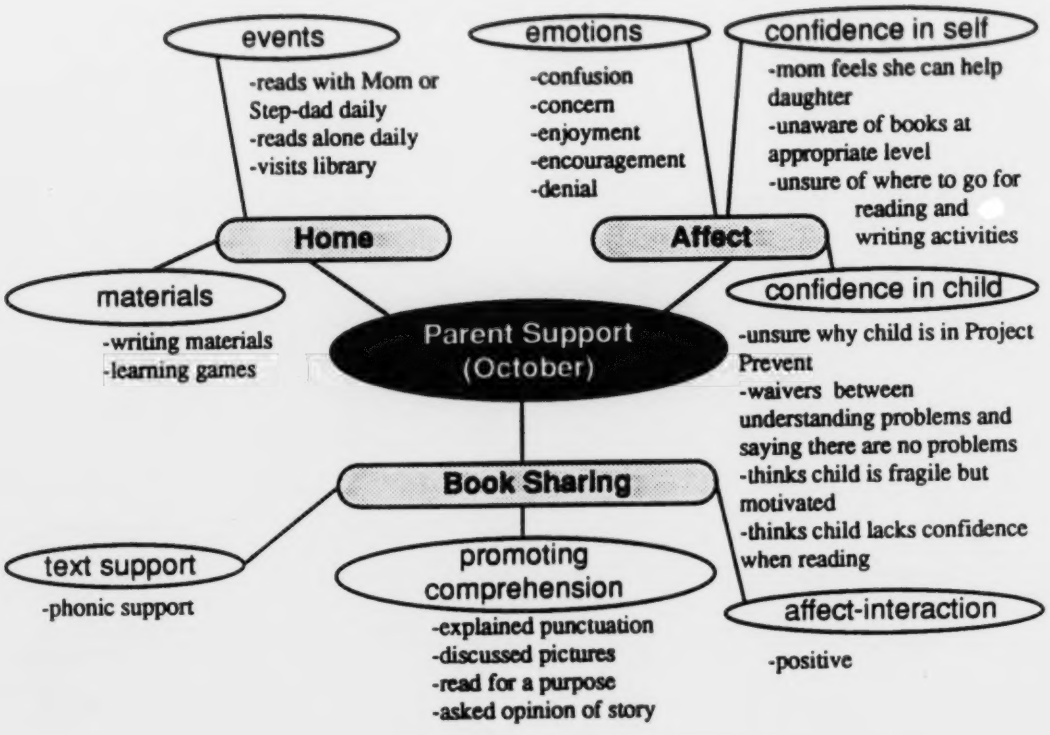
## Discussion

### Book Sharing

To what extent did the nature of the parent tutoring change over time? Due to many contributing factors discussed in earlier sections, the nature of Mrs. C.'s tutoring changed in ways which were unanticipated. Initially, her focus was to help Carrie comprehend text and she did exhibit new strategies in this area during the term of the project. However, when it became apparent to her that Carrie's problems were more complex than she anticipated and when Carrie rejected engaging in the support reading format with her, she began to resort to offering phonic support as a means of providing some help for her child (see Figure 4.12 and Appendix L). Although it should be noted that during interviews Mrs. C. demonstrated an understanding of the concepts presented at the workshops and a willingness to give them a try, circumstances prevented this from happening. Additionally, her choice of books did not allow for easy analysis as was discussed earlier. Perhaps this was a deliberate choice on the mother's part so as not to reveal Carrie's weaknesses or her own inability to cope with her child's difficulties.

### Affect

How did the parent's beliefs or feelings about her child's progress as well as in her own ability to support her child's reading change over time? Initially, Mrs. C. believed that Carrie was progressing at an appropriate rate and was



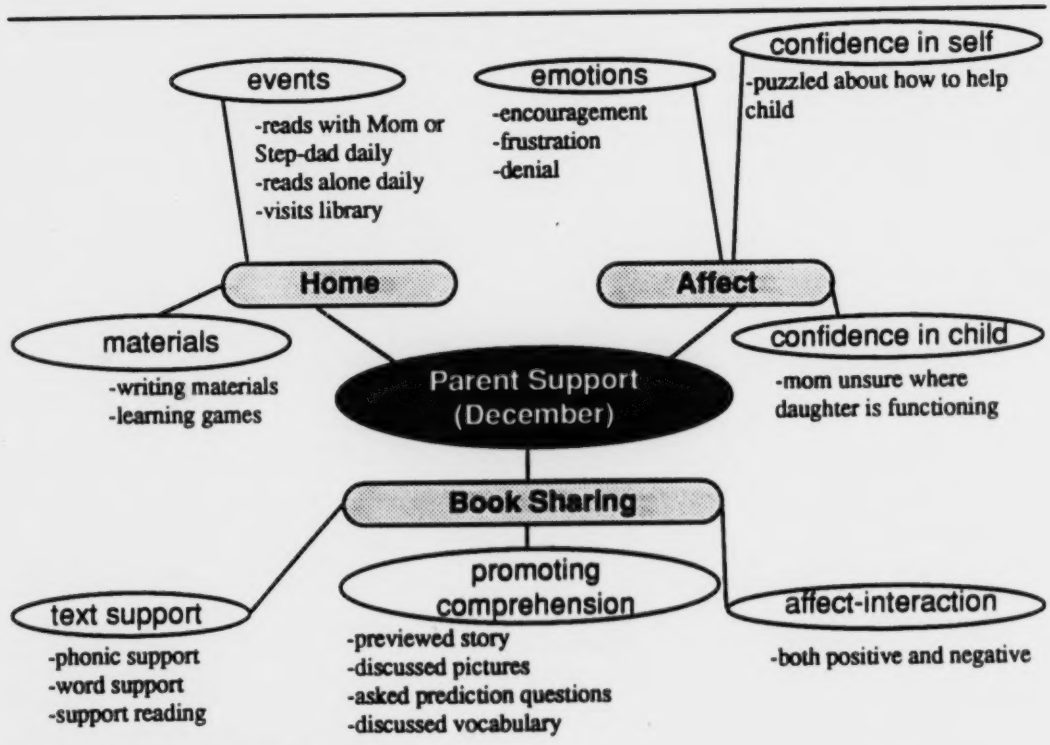




Fig 4.12 - Web Analysis-Carrie

somewhat surprised to hear that her daughter qualified for special help in reading. Her reaction was comparable to someone who was mourning a loss in that she denied there was a problem and began placing blame elsewhere. In this case, fault lay with her daughter's kindergarten preparation, the school's grouping procedures, and early entrant issues to name a few. As she slowly began to look inward and realized that Carrie was experiencing some difficulties, her confidence in her own ability to help her child began to erode and left her frustrated and confused. By the third month of the project, Mrs. C. continued to be uncertain about Carrie's progress and seemed frustrated that her daughter responded negatively to her attempts to help (see Web sections Confidence in Self and in Child). In part, this frustration and confusion may have been perpetuated by some of her attitudes about reading as well as by her arbitrary distinctions concerning when it is appropriate to use support reading.

Home

How did the home literacy resources and literacy related events change over time? From the data gathered it is difficult to assess whether there were any changes regarding resources or events.

# Chapter V

## FINDINGS, CONCLUSIONS, DISCUSSION, AND IMPLICATIONS

### Findings of the Study

#### Parent Learning

Text Support. While all three mothers demonstrated that they had learned the concepts of support reading and active listening, their use of these approaches varied. Holdaway (1979) described this same phenomena when teaching parents his Shared Reading Experience. He found both the adult and the child went through phases when learning this new skill. After they saw it, and modeled and experimented with it, they used it with degrees of success, as was seen in the cases of this research project. Mrs. Simon, Ann's mother, embraced the strategy enthusiastically and her daughter responded in kind. Mrs. Alter (Lee's mother), although less immediate and thorough in her response, was also willing to consider a new strategy and persisted in her attempts, even after Lee's first refusal to participate. Mrs. Conners offered it as a suggestion to her daughter and the notion was immediately rejected by Carrie. Many factors could have contributed to this array of responses.

While these suggestions are pure conjecture at this point, it is possible to consider a few issues which might have influenced this variance. First, Mrs.

Simon did not work all day as did the other two mothers. While acknowledging that being a homemaker with four children to look after is a full time job, it is possible that there were times during the day that she could give consideration to the topics discussed at the workshop. This was evidenced by her interest in reading not only the supplemental readings, but by asking to borrow an additional book on the topic. She also revealed in an interview that she spent considerable time going over the story to be taped ahead of time, so she could do a better job when reading with Ann. Her knowledge and understanding allowed her to feel competence and confidence and Ann was receptive. In contrast, both Mrs. Alter and Mrs. Conners worked full time and did not return home with their daughters until between 5:30 and 6:00 each school night. This limitation on the amount of time they could realistically invest was expressed by both mothers as being frustrating, to say the least. In addition, working parents often bring home job related stress which could interfere with their ability to give fully to their children. Rogoff (1990) states:

> ...there are many circumstances in which parents are not interested in interacting with young children, especially when they are exhausted or stressed to the extent that they focus on their own needs. There are times of day when most parents keep from interacting with their children, or their interactions may be less patient and sensitive because they are distracted, tired, or have something else to accomplish. (p. 97)

Second, the ways the mothers approached the children about trying support reading differed in style. Ann's mother, Mrs. Simon, was very matter-of-fact. She told Ann this is what we are going to do and did it. Mrs. Alter, after receiving one refusal from Lee, backed down but persisted again at a later point in the book and was met with Lee's acceptance. Although more complete usage of the strategy was limited by Mrs. Alter's lingering insistence that Lee continue to try

to sound-out words, she was willing to try support reading. Mrs. Conners asked Carrie if she would do echo reading with her, Carrie refused, and Mrs. Conners complied but persisted in using other kinds of support. Mrs. Conners' defensive and critical nature was perhaps contributory to her slow progress with Carrie. Topping (1985) explained the hazards of persisting in the use of phonic support :

> Many willing and well-meaning parents, hearing their children read at home, pounce on error words and use phonic-analysis and synthesis correction procedures which are at best time consuming and at worst catastrophic, producing dispair in the child and tension in the relationship. Feedback about single-word errors which is too immediate can inhibit the child's use of contextual cues, impede development of self-correcting strategies, and impair comprehension of text. (p. 23)

Third, when the mothers were challenged and forced to make decisions about the type of support to offer their children, the method they relied on, whether word support or phonic support, led to different responses regarding the acceptance and usage of support reading. (It is possible that their responses were influenced by their own reading instruction when they were learning to read.) Mrs. Simon, Ann's mother, who initially offered word support, adapted more quickly to the concept of support reading than did Lee Alter's mother, who offered phonic support. Since a word is more meaning-based than a sound it would be a more natural progression to support reading. The Conners' case, however, demonstrated that other significant issues interfered with the mother's ability to progress on the same level as was seen in the Simon and Alter cases.

Certainly, these glimpses into their different styles of parenting are examples of a much larger picture regarding the relationship between mothers and daughters and this topic is beyond the realms of this study. Suffice to say, however, that the more direct approach was most successful. In addition, it is

important to remember that during the Project Prevent tutorial sessions each child responded well to the tutor when reading the books in support reading format. Because it is not easy to know what type of relationship exists between parent and child, and because it is hard to predict how each will respond to one another when working in this manner, it is necessary to take time during the workshops for parents to share successes and frustrations and learn from one another.

Promoting Comprehension. The parent workshops promoted several ways parents could facilitate understanding. Before, during, and after reading strategies were discussed and demonstrated. While each mother began the study using different amounts and types of strategies, they all demonstrated growth in their ability to learn new strategies.

From the data gathered, there appears to be a correlation between the usage of different types of text support strategies and the inclusion of comprehension strategies. It was noted that Lee Alter's mother's first tape was nearly devoid of any reference to the story and her focus was mainly on sounding out the words. Ann Simon's mother's first tape was similar in nature as she supplied each word for Ann to repeat individually and made little, if any reference to the story. This exclusive attention to word pronunciation began to change as the children's reading improved and longer units of print were modeled by the mothers. Following the shift to more meaning based units of focus, both mothers began to include comprehension strategies to help make sense of text. It is possible to theorize that when parents are pre-occupied with the usage of phonic and word-based cues, they make little use of comprehension strategies, but when they shift to modeling longer units of text, comprehension strategies are used more frequently. Carrie Conners' mother's progress differed from the other two mothers. In her first tape, she consciously made attempts to promote

understanding, as the text was easy for Carrie and she had little difficulty reading it. However, during the third tape, which included more challenging text, she increased her usage of phonic and word support and decreased her usage of comprehension strategies.

Parental Beliefs and Attitudes

Affective Responses. The three mothers differed greatly in their affective responses to this intervention. Ann's mother was very positive from beginning to end. Lee's mother (and Lee as well) was frustrated with the sessions in the beginning but became more positive toward the end when she was more realistic about expectations. Carrie's mother (and Carrie as well) was positive at the outset but became more frustrated during the final tape at which time she began to accept the fact that Carrie had some difficulties in reading. The more negative reactions for both Lee and Carrie occurred when expectations were beyond the zone of proximal development -- beyond a healthy challenge. Topping (1985) describes the transformation which occurs when all goes smoothly:

> For many parents, anxiety about their children's progress is accompanied by feelings of inadequacy, frustration, and tension. They don't know how to help, and these emotions often spill out into family conflict during abortive "tutoring" sessions. When a parent involvement project finally gives parents concrete guidance, the sense of relief can be considerable. What is seen in schools as an increase in parental confidence could be equally well described as a reduction in parental anxiety and frustration. (p. 26)

Parents' views about their children's progress. Both Mrs. Simon and Mrs. Alter expressed concern at the beginning of the study. They were worried and

concerned about their children's abilities to make progress in this area. As the months passed the children showed growth, the mothers were more aware of reading development stages and concerns abated. The opposite was true in Carrie Conners' case where the mother was taken by surprise at her daughter's inclusion in Project Prevent. She began the year feeling good about where her daughter was functioning and towards the end had become more realistic about problems that existed.

When Ann Simon and Lee Alter were struggling in the beginning, their mothers continued to be positive and feel good about whatever progress they were making. Perhaps their history in the school with their other children (who had reading problems) allowed them to be secure with the knowledge that their daughters would learn to read. Mrs. Conners, on the other hand, new to the school and unhappy about a variety of issues from grouping to lack of information from the teachers, was less sure that Carrie's needs would be met and began by doubting the original decision to include her in the program. Her discomfort was evident when she expressed hesitancy to call the school for more information lest she be "pegged" a troublemaker. Parents' views about their children's progress and their ability to make progress hinged on several factors: first, the parents' ability to accept the idea that a problem exists; second, that there is evidence of some progress, however small it may be; and third, trust in those who are helping the child.

Parents' confidence in their ability to help their children. Parents' confidence in their ability to help their children depended on several factors. Their ability to listen to and incorporate information presented at the workshops was very important. It is possible for parents to feel confident about something they are doing even if it is not appropriate for their child. For example, most parents

believe beginning readers should sound out words long before it is realistic to expect this of them. Mrs. Simon, Ann's mother, and Mrs. Alter, Lee's mother, would have persisted with this notion had they not learned otherwise. Both mothers experienced some success using ideas presented at the workshop. Different issues emerged as important for each mother. Mrs. Simon used support reading successfully with Ann and Mrs. Alter became able to select appropriate books for Lee to read. In contrast, Mrs. Conners' confidence eroded as she realized that Carrie's problems were more serious than she believed. Carrie's response to her mother's interest in helping her was extremely negative, perhaps due to her mother's insensitivity to her problems. She simply rejected the idea outright, causing further deterioration of Mrs. Conners' confidence in her ability to help her child. In this case, the intervention was an impetus which caused Mrs. Conners to begin acting in a more sensitive manner to her child.

Home Literacy Resources and Events

Changes in the home context. The most poignant and unanticipated change which occurred in the Simon and Alter cases was a "coming of age" as Lee and Ann joined other members of their family in reading and writing. Parents and siblings began to view the girls in a different light. They began to do homework with older siblings and would show off their reading abilities to anyone who would listen. Frank Smith (1986) believes that there is a moment when children join the "literacy club." He states:

> ...membership in the literacy club adds to the individual's sense of personal identity, of who he or she is. "Hi kid, you're one of us," says the members of the literacy club. From the beginning, the child is a reader or a writer, a member of the guild who takes learning for granted and who will learn." (p. 38)

The fact that Carrie was not allowed to read with her older sister because she told Carrie words when she was stuck, inhibited her entree into this group. Her rebellious attitude toward echo reading with her mother might, in part, have been her way of saying, "You won't let me in so I won't let you in, either!" Mrs. Conners' misconceptions about when and how to offer reading support caused further alienation for Carrie. Leichter (1984) proposed that "...as we analyze the extent to which literacy in families is embedded in other meaningful activities, we should also attend to the ways in which the emotions and motivations generated under these conditions vary" (p. 45). A recent study begun by Asmussen and Gaffney (1991) is currently examining "how changes in a child's reading performance and attitude toward reading affect other family members" (p. 452). In the future, teachers and workshop leaders should consider developing creative activities that will help to ease the emergent readers into the family literacy circle.

## Conclusions

The following conclusions regarding the research questions are based on the findings of this study:

1. To what extent did the nature of the parent tutoring change over time?

A. The parents demonstrated that they learned and understood the concept of support reading. They attempted to utilize support reading with varying degrees of success, depending on their initial theory of reading. The more meaning-based their theory, the more easily they were able to shift to support reading.

B. Parents learned new comprehension strategies and used them with greater frequency as they shifted from using lower level sound cues to more meaning based strategies.

C. Parents needed scaffolds themselves while they were learning the strategy. They attested to the importance of video demonstrations of the components of the strategy and were interested in discussing transcriptions of their book-sharing tapes with the interviewer.

D. Acceptance and usage depended on: (1) pre-conceived notions and experiences with beginning reading; (2) the child's response to the parent working with them; (3) acceptance and understanding of the child's problems; and (4) a good working relationship between family and school.

E. The notion of active listening or responsiveness on the parents' part was critical as they attempted to work within the children's zones of proximal development.

2. How did the parents' beliefs or feelings about their children's progress, as well as in their own ability to support their children's reading change over time?

A. Parents who were concerned about their children's progress and who admitted being uncertain about how to offer help to their children appreciated their children's progress and felt more educated and confident about their ability to offer support after the workshops. Conversely, the parent who was confident about her ability to work with her child at the outset of the study, and who was surprised to hear that her child needed help, became less sure of herself as she began to recognize the difficulties her child was experiencing.

3. How did literacy resources and literacy related events change over time?

A. Parents became more familiar with appropriate books for the children's level of reading.

B. When encouraged by parents and accepted by siblings, the children became part of a "family literacy group." They read to others more often and began to do their homework with siblings.

C. Literacy resources in the home were plentiful before the project began. Changes were noted in the quality of the interactions with the resources more than in the resources themselves.

## Discussion

The issues embedded within the topic of parent involvement in reading are multi-layered and complex. The parent and child are influenced by systems such as the family, school, and community. The case studies in this dissertation provided snapshots of otherwise elusive moments during a critical phase in both the parent and child's lives as they explored new territory together. It demonstrated that when given guidance from the school, a potentially frustrating experience became transformed into a relatively satisfying situation. The exception, of course, was Carrie Conners' case, where layers of issues needed to be recognized and dealt with before progress could be realized. I feel, however, that had the project continued for a greater length of time, the Conners' situation would also have revealed more positive changes. In the following section three areas of central importance for further study are discussed. These include the role of affect, the nature of parent responsiveness, and my judgement of the effective components of the intervention.

### Affect

Children's early experiences with literacy are shaped by their environment. To better understand the complexity of their responses, Leichter (1984) created the following categories:

Physical environment: The level of economic and educational resources, the types of visual stimuli, and the physical arrangements of the family set the stages for the child's experience with literacy.

Interpersonal interaction: The child's literacy opportunities are conditioned by the moment-to-moment interpersonal interaction with parents, siblings, and others in the household with respect to informal corrections, explanations, and other feedback for the child's experiments with literacy.

Emotion and motivational climates: The emotional relationships within the home, parental recollections of their experiences with literacy, and the aspirations of family members condition the child's experience with literacy. (p. 39)

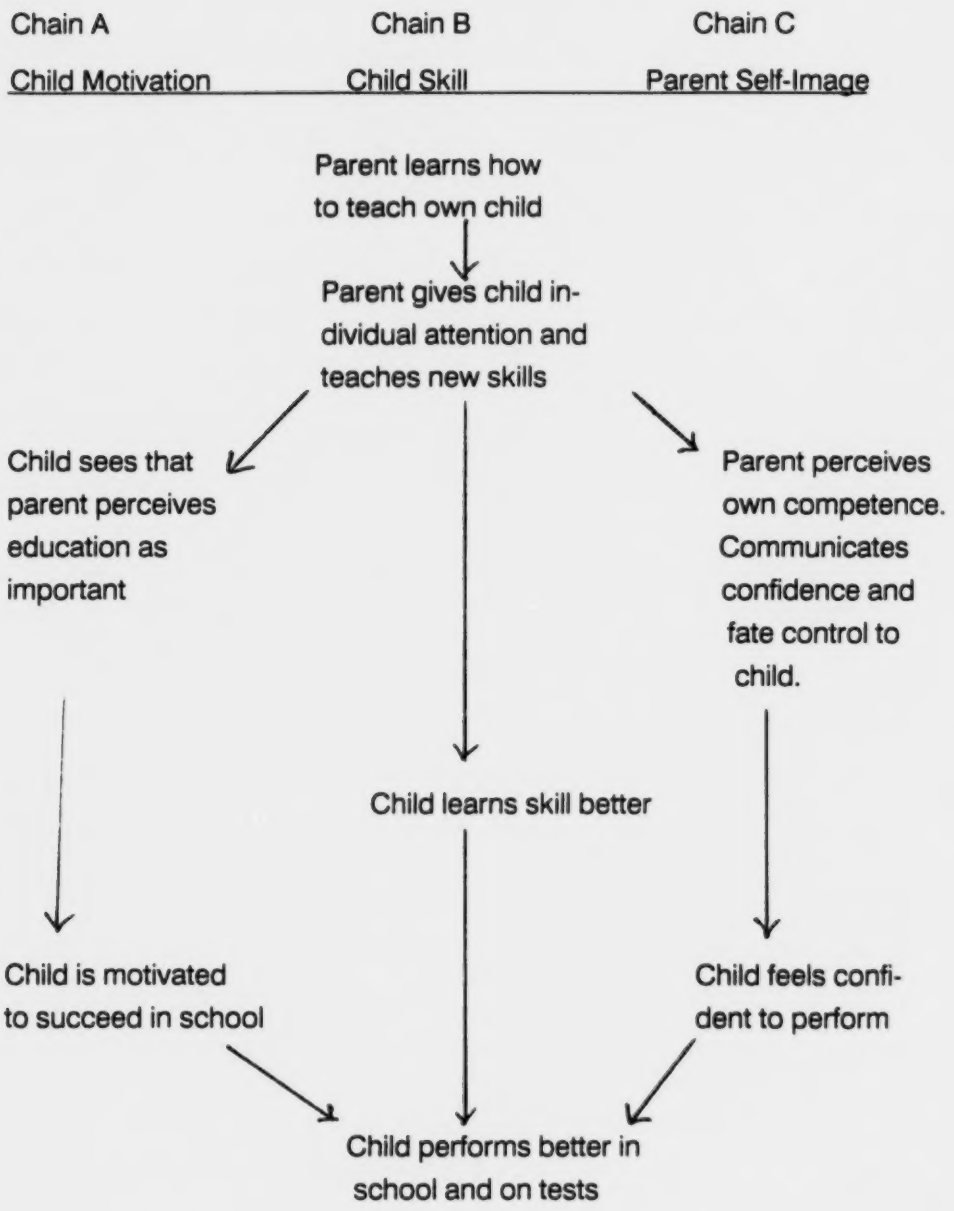
The categories reaffirm the importance of understanding the family context when working with parents and their children. The concerns in this study broadened the focus to include not only issues surrounding a parent involvement program to the more overarching issue of the dynamic relationship between parent and child, and the impact that a parent can have on a child as he or she begins to learn to read. For example, parental anxiety can have paralyzing effects on children, which in turn can create increased anxiety and further shut down of the child. A sincere, but too fervent an interest on the part of the parent that her child learn to read, could possibly render the parent incapable of helping the child and the child could react in kind by not doing the very thing that the parent desires -- learn to read. This notion brings us back to Stearns' chains as seen in Table 2.1.

Although developed twenty years ago, the concept remains powerful to this day. However, this research project has shown that the chain of events precipitated by the parent learning how to work with her child is not as simple as described. There appears to be an array of circumstances, parent beliefs, and

experiences which could have an impact at nearly every juncture. The chain appropriately begins with the parent learning how to teach her child a skill. This dissertation has revealed the complexity of this process and the importance of investigating parents' beliefs before beginning such work. Scaffolding provided by workshop leaders to parents offers a model for parents to consider when working with their children. The next link in the chain reveals the parent working with her child, trying a new strategy. At this point parents often resorted to previously held beliefs when difficulties arose. While some were able to modify strategies easier than others, all made attempts to try the strategy, resulting in approximations with varying degrees of success. The history of the parent and child relationship was a critical element as well. Topping (1985) recommends "...that guidelines about techniques should be seen by the parents as straight forward and sensible, so that parents can accommodate them into their existing conceptual frameworks" (p. 25). Chain A and Chain C occur simultaneously as the child realizes the importance of the parental attention and both parent and child feel increased confidence. The parent sees the child progressing, causing the parent to feel good about the help she has provided and the child is proud of his own progress and now views the parent as a special resource. The cycle continues as both parent and child urge one another on. When difficulties arise along this path, it would be helpful to examine the links in the chain for weaknesses and consider some of the situations which arose in the case studies described in this dissertation.

The Ames and Archer study (1987) described in Chapter II offers a possible explanation for the reasons parents differed in their responses to the parent involvement and reading intervention programs. While the mothers in this

Table 2.1 - - Parents as learners and as tutors of their own children.
(Stearns & Peterson, 1973, p. 31)


Chain A
Child Motivation
Chain B
Child Skill
Chain C
Parent Self-Image
Parent learns how to teach own child
Parent gives child individual attention and teaches new skills
Child sees that parent perceives education as important
Parent perceives own competence. Communicates confidence and fate control to child.
Child learns skill better
Child is motivated to succeed in school
Child feels confident to perform
Child performs better in school and on tests

project were not questioned specifically about their preferences in accord with that particular study, from the evidence in the interviews and comments revealed in Chapter IV, it is possible to hypothesize that both Ann's and Lee's mothers were mastery oriented as they were satisfied with descriptive performance-related interpretations. Carrie's mother, more concerned with normative data and ability issues needed a different sort of feed-back which apparently wasn't offered to her satisfaction. Sensitivity to the needs of both mastery and performance issues should be considered, as it could make a profound difference in the ways parents respond to education programs.

In very subtle ways, parents have an impact on how their children feel about themselves as readers and writers. Leichter (1984) states:

> It is also important to consider the part literacy skills play in evaluations of individuals, both self-evaluation and evaluation of others. Whether or not they intend to, families often evaluate children in terms of how they are reported to do in literacy tasks at school. Beyond this, the skill that a child shows at home often becomes a focus of familial evaluations, ranging from passing remarks, glances, and gestures to stories that are repeated in varying forms on one occasion after another, sometimes to neighbors, friends, and relatives. (p. 45)

These seemingly insignificant acts often speak louder than intentional compliments. Wigfield and Asher's (1984) review of the research led them to conclude that "... studies of parental involvement suggest that parents greatly influence children's achievement orientation and acquisition of reading skills" (p. 433). Consideration, then, needs to be given to the area of parent affect and its impact on the child in Stearns' chains.

Parent Responsiveness

The value of scaffolded instruction has been demonstrated through the parents' usage of the support reading strategies of echo, partner, and independent reading. Elkins (1990) identifies the nature of the role for students who are at risk for failing to learn how to read:

> Here we see the crucial importance of providing support so that the learner can practice the various components and be an active problem solver, using metacognitive strategies to keep the process on track. Just as parents might hold the saddle of the bicycle, and later release their grip as they sense that children can ride independently for a while, we need to consider dynamic support systems for children who are slow or hesitant in beginning to read or write. (p. 9)

Gaffney and Anderson's (1991) concept of two-tiered scaffolding, referred to in Chapter II, underscores the importance of offering support to parents as they learn how to work with their children. Too often this second tier of the scaffold is overlooked when parent involvement programs are developed. It is equally important, then, to keep in mind the varying needs of parent and child throughout this process and, whenever possible, to personalize the support they receive. Erickson (1989) stated:

> ...that for scaffolding to happen in educationally productive literacy interaction at home and at school, it is not necessary to nail the child to the scaffold or to make the scaffold only one shape and size. That is good educational news, if we heed it, for our teachers, our children, and our families. (p. xvi)

As a parent learns how to offer scaffolded instruction within the child's zone of proximal development it is critical to keep in mind the importance of the parent's ability to be responsive to her child's needs. The direct instruction of

"responsiveness" is extremely difficult to achieve, especially when a new technique is being learned at the same time. However, it cannot be assumed that this will occur as a by-product of instruction and it needs to be discussed openly and nurtured in a sensitive manner. As was demonstrated in the three case studies, for a multitude of reasons, parents' will vary enormously in their ability to be responsive to their children. Bronfenbrenner (1991) captured the essence of this concept in the following statement:

> What is the relevance of this mutual emotional relationship for processes of progressively more complex reciprocal interaction between child and adult? Research evidence indicates that such interaction requires high levels of motivation, attentiveness, sensitivity, and persistence on the part of both participants and that these requisite qualities are more apt to arise and to be sustained in relationships characterized by strong, mutual, emotional attachment.
>
> ...In sum, it can be said that human development occurs in the context of an escalating psychological Ping-Pong game between two people who are crazy about each other. (p. 3)

If the goal of the game is to keep the ball in play, then responsibility falls on the more competent player to rescue the partner's miss-hits and offer returns at a level appropriate for the novice. As the novice's skill level improves, the ante is upped and new demands are placed on the learner. At any point along the way, the more able player may offer inappropriate returns, thus causing the play to end. The dynamic nature of a parent teaching a child a new skill is, as Bronfenbrenner points out, very much like a Ping Pong game.

## Effective Components

If asked to make a judgment about the effectiveness of the intervention, two components appear as significant and in need of greater attention. First, the decision to teach parents the concept of support reading proved to be more successful than I had anticipated. The ease in which the strategy was learned and utilized was encouraging to witness. Parents shifted attention from print to the comprehension of text and soon felt confident that they could offer meaningful support to their children. The dynamics of the parent/child interactions changed as a potentially stressful situation had been changed into a positive experience for both.

The second component which promoted change was the reflective interview. Initially intended as a data gathering device, this component allowed me to give support and feedback to parents, while at the same time it also gave parents an opportunity to reflect on how they responded to their children. The book-sharing transcripts allowed the parents to be more objective and introspective than a more traditional interview would have permitted.

In sum, the support reading strategy and the reflective interview were the key elements of the study. They were major contributors to the changes that occurred in how parents supported their children's reading.

## Limitations

The limitations of this study concern internal (methodological) and external (generalizability) issues. While attempting to keep the study as unobtrusive as possible for the families involved, there is no doubt that reading into a tape recorder is not necessarily the same as a parent and child reading together by themselves. The nature of the equipment added a new dimension which could have had an artificial impact on the dialogue of both parent and child.

Second, the limitations of generalizing from this population must be considered. The study was conducted in an upper-middle class suburb. The subjects were three Caucasian girls whose home situations ranged from living with a single parent, to living with both parents, to living with a mother and new step-father. Generalizations concerning issues which arose during the study should be made cautiously for families of differing ethnic backgrounds as well as for families of differing socio-economic status. While many of the basic ideas presented in this study could transfer to a different population, factors unique to the group would need to be considered. Recent research (Edwards, 1991; Goldenberg & Gallimore, 1991; Heath, 1983) has demonstrated the importance of educating professionals about the diverse needs of families from various cultural and economic backgrounds.

Third, this study is not a statistical study in nature and did not seek test data which would examine measurable growth in reading. Comparisons along such dimensions (comparing the progress of the children in the case studies to the progress of children in schools where there was not a parent involvement program) are beyond the scope of this study.

## Implications For Teaching, Tutoring, and Research Strategies

School districts that offer intensive instruction for children at-risk for failing to learn how to read are to be commended. However, as was evidenced in the case studies in this project, it should not be assumed that parents know how to support their children's reading at this critical stage. Because it is generally true that parents want to help their children, they tend to offer help which may or may not be appropriate. It seems justified, then, to assert that parent education

programs, such as the one designed to complement this particular reading intervention program, are as necessary as the intervention program itself. With the exception of the Conners' case, parents in this study demonstrated that they were able to learn a new strategy and modify their initial theories about reading support. The effectiveness of this short term intervention is sufficient reason for other school districts to consider the parent component as part of their curriculum. The importance of the parent component cannot be overemphasized.

Beyond Strategies

It is helpful to understand the home literacy context, the parent/child relationship, and parents' pre-conceived notions about reading, before beginning to work with parents. As educators, it is in our interest to broaden our concept of reading and investigate how parents, teachers, and children think about this process and how their ideas impact on their actions. Knowledge of this sort could enable the workshop leaders to establish a relationship with the parents in a more effective manner. Also important to consider is the notion that it is not always necessary to change attitudes before intervening, but that attitudes may change as a result of the intervention, as happened in this case. The workshops offered a concrete and successful way for parents to help their children while they read. It was not necessary to try to convince parents of the worth of the intervention before they attempted the strategies, as their immediate involvement quieted concerns in two of the three cases. In the Conners' case, attitudes and issues were severely entrenched and simply providing the mother with strategies and opportunities to use them was not sufficient. Perhaps given more time she would have responded differently.

Research Methodology

The research method, while simple in design, had a powerful impact on those involved. The most critical components, which provided both researcher and parents the ability to see progress, consisted of the book sharing tapes and the follow-up interviews. The "think aloud" interview, initially included as a method of data collection, ultimately became an impetus for change as the mothers reflected on their actions and considered alternative strategies for future readings. The value of having the parents read the book sharing tape transcriptions and subsequently think aloud their reflections cannot be overlooked and should be included as an integral part of the parent workshops. Teale (1986) confirms the notion that context is important:

> Children's progress in reading and writing is the product of (a) adult-child (or sibling-child) interactions, which involve literacy, (b) the child's independent explorations of written language and (c) observations of others using written language. Naturalistic inquiry enables one to gather data on all these contributors to literacy development so that a truly comprehensive description of home literacy background can be developed. Such completeness is of crucial importance when it comes to implications for instruction or home intervention programs. Without a firm understanding of context, what seem to be well-formed curricula for literacy development often go astray, because they have neglected part of what is entailed in the home environment. (p. 174)

Federal and state grant funding organizations are now beginning to demand that parent components be included in proposals. It is hoped that schools reach out to families in a meaningful way instead of merely paying lip service when submitting grant applications in order to receive funding.

## Suggestions for Further Research

Suggestions for further research are those that are programmatic and those that are intended of further study in the field. Changes within the research design might include an instrument which taps parents' attributions for achievement or success. For example, an interview which utilizes the questions developed by Ames and Archer (1987) to predict mastery or performance oriented goals might provide insights useful when working with parents. Additionally, it would be helpful to know parents pre-conceived notions about the process of reading and their personal experiences learning to read. Second, it would be beneficial to continue the workshops until the time at which the child was transitioned into the classroom reading group. This additional support could ease the way for both parent and child. Third, studies should be directed toward examining the reasons why parent involvement programs impact families differently and what could be done to improve the quality of the experience for families with interfering issues. Fourth, the concept of offering scaffolds to parents which are methodologically similar to the scaffolds the parents offer their children should be investigated. Gaffney and Anderson's (1991) investigations on two tiered scaffolds could be broadened to include a third tier which addresses parent involvement programs.

The findings of this study demonstrated the profound effects that a small-scale intervention program had on parents' tutoring skills. Ramifications were seen in both affective and academic domains as parents learned new strategies and related to their children in meaningful ways. The impetus for growth was caused in part by giving parents the opportunity to reflect about their attitudes and actions via book-sharing tape transcriptions and interviews. As parents' perceptions about their ability to help their children changed, a positive cycle was

set in motion as both parent and child came to a better understanding of one another.

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Cowley, J., (1983), The Bicycle, Thomas C. Wright, Inc.

Frost, M., (1990), Clown Face, Thomas C. Wright, Inc.

Martin, B., (1983), Brown Bear, Brown Bear, What Do You See?, NY: Henry Holt.

Martin, B., (1991), Polar Bear, Polar Bear, What Do You Hear?, NY: Henry Holt.

Mayer, M., (1988), Little Critters, These Are My Pets, Racine, WI: Western Pub. Co.

Melser, J., (1981), I Want Ice Cream!, Thomas C. Wright, Inc.

Melser, J., (1981), Little Pig, Thomas C. Wright, Inc.

Melser, J., (1983), Go, Go, Go, Thomas C. Wright, Inc.

Perkins, A., (1969), Hand, Hand, Fingers, Thumb, Random House.

Posey, B., (1973), A Man Sat, Cambridge, MA: Educator's Publishing Services

Seuss, D., (1960), Green Eggs and Ham, Random House.

Seuss, D., (1972), Marvin K. Mooney Will You Please Go Now!, Random House.

Williams, R., (1990), Baby Chimp, Thomas C. Wright, Inc.

# APPENDICES

Appendix A

PROJECT PREVENT PARENT WORKSHOPS

by
Helene Rubert

The purpose of this handbook is to provide Project Prevent tutors with three suggested workshop formats for use with the parents of Project Prevent students. The workshops were designed by Helene Rubert, a District 68 special education teacher and National-Louis University doctoral candidate, with consultation from Judith Karzen, a Devonshire Project Prevent tutor. The workshops were piloted by Judith Karzen at Devonshire School in the Fall of the 1991-1992 school year.

The first workshop was scheduled shortly after the classroom teachers had notified the parents that their children were chosen for Project Prevent tutoring. This meeting was an orientation to the philosophy and specifics of the tutorial program. The remaining two workshops were presented in four week intervals and the main topics discussed included Support Reading and information on how to select books appropriate for their child's reading level.

It is hoped that this handbook will be a source and structure for future parent workshops. It is also hoped that the parent hand-outs will be kept current and that workshop leaders will continue to collaborate to discuss successes and concerns with the purpose of maintaining the handbook as a working document.

**PROJECT PREVENT ORIENTATION**

## CHECK LIST

_____ Notify custodian (in writing) about meeting date and equipment needs.

_____ Reserve meeting room.

_____ Reserve TV/ VCR for Workshops #2 and #3.

_____ Order "coffee and..." from the Kitchen Department.

_____ Send reminders to the parents a few days before as well as on the day of the meeting.

AGENDA

Reception (15 minutes)

Introductions

Explanation of Project Prevent (45 minutes)

Questions (15 minutes)

ORIENTATION GOALS

- To describe the philosophy and goals of Project Prevent, how the children are selected for the program, and how the tutorial sessions are run.

Parent Handouts

Project Prevent Summary

"Parents' Questions" taken from Butler, D. & Clay,M. (1987). Reading begins at home: Preparing children for reading before they go to school. Portsmouth, New Hampshire: Heinemann Educational Books. 29-38.

Leader Handouts

Project Prevent Research

District 68 Board of Education Report - Review of Project Prevent Program (1991)

Morris, D. (1981). Concept of word: A developmental phenomenon in the beginning reading and writing processes. Language Arts, 58,(6), 659-667.

Morris, D. (1982). "Word sort": A categorization strategy for improving word recognition ability. Reading Psychology: An International Quarterly, 3,(3), 247-259.

Morris, D. (1981). Young children's invented spellings. IRC Journal, 9,(2), 17-22.

## Orientation

The orientation meeting is designed to educate parents about Project Prevent. The information discussed at this meeting will help to abate anxieties and alleviate misunderstandings. Since this meeting is meant as general overview of the program, parents should be encouraged to call their child's tutor or teacher if they are interested in specific information regarding their child.

## Topics

-What is Project Prevent?

-How are the children selected for the program?

-What is involved in the tutorial sessions?

-What are the goals of the program?

-Developmental stages related to spelling and reading

## Demonstrations

-Project Prevent books at various levels

-Sentence strip procedure

- Library books appropriate for beginning readers

## PROJECT PREVENT

### What is Project Prevent?

Project Prevent is a first grade reading intervention program which has been in place in Skokie School District 68 since the Fall of 1987. It was developed by Darrell Morris while he was a professor at National-Louis University. The program emphasizes varying levels of support reading, word analysis, and writing. Children in the program receive intensive one-to-one daily tutorial help lasting thirty minutes in length, in addition to their regular classroom reading instruction. The tutors and classroom teachers maintain close communication concerning the children's progress.

### How are the children selected for the program?

A few weeks into the fall semester, the first grade teachers provide a list of the children who they consider are performing in the bottom half of the class in reading, excluding English as a Second Language (ESL) students. Project Prevent tutors administer a diagnostic battery which includes items pertaining to alphabet recognition and production, concept of word (the ability to match the spoken word to the written word), basal and decodable word recognition, oral reading, and spelling. Based upon the first grade teachers' recommendations and the battery scores, children with the greatest need are placed in the program.

### What is involved in the tutorial sessions?

The daily program is highly structured, moving quickly from one task to another. The tutor is constantly analyzing, making "running notes" concerning

each child's progress so the lessons can be individualized. The format of each lesson proceeds in the same manner each day. It involves the introduction of a new story or part of a story, rereadings of text introduced on previous days, word study/ word sort, writing, and a word bank which is discontinued after thirty words have been accumulated.

What are the goals of the program?

The goals for the program are to return the children to the low end of the regular classroom middle reading group as well as to have them exhibit a set of self initiating behaviors pertaining to decoding and comprehension skills. At this time, the children will be transitioned back to the first grade classroom, no longer requiring the intervention program. The length of time that each child spends in the program depends upon their rate of progress.

Sentence Envelope

During the daily tutoring session, your child is asked to develop a sentence for the envelope. This sentence is sent home so that it may be read to family members. The envelopes are kept at home.

Guidelines for using the sentence envelope:

1. Ask your child to read the sentence written on the envelope, pointing to each word as it is read. Provide any words that your child has forgotten.

2. Ask your child to reassemble the sentence using the words in the envelope, without looking at the sentence written on the envelope. If your child cannot do this, you may say the words aloud as your child assembles the sentence. If additional support is needed your child may look at the sentence on the envelope.

3. After the sentence has been reassembled ask your child to read the sentence, pointing to each word as it is read.

4. Praise your child for how well she has done!

**SUPPORT READING**

## Agenda

Orientation Questions (20 minutes)

Active Listening warm-up activity ( 20 minutes)

Explanation of Support Reading (30 minutes)

Video Demonstration and Discussion ( 20 minutes)

Questions (15 minutes)

## Goals

-To introduce the concepts of echo, partner and independent reading

-To introduce the concept of active listening

-To provide a suggested reading list for parents and children

## Parent Handouts

-Support Reading Summary

-"More Mailbox Magic" by IRC

- "What should I look for when I'm choosing books to share with my child?" Taken from Taylor, D. & Strickland, D. Family storybook reading. Portsmouth, NH: Heinemann, 1986. 95-111.

Support Reading Workshop

Active Listening Warm-Up

The purpose of this activity is to demonstrate the importance of active listening. An active listener is one who is able to adjust the amount of support needed when helping someone learn something new. An active listener supports and challenges the learner according to cues they receive when working with the novice.

Since it is often difficult for adults to recall what it is like to learn something new and since experiencing this feeling is more meaningful than simply talking about it, the active listening activity not only provides a good warm-up activity but also places the adult in the role of the learner.

Parents are given recorders (plastic flutes) and asked to play "Mary Had a Little Lamb." (The group leader should consult the music teacher for the use of the recorders and ask for a mini lesson on "Mary.") Few of the parents, if any, will know how to use this instrument and they will probably express some degree of frustration and anxiety. The leader then, (using active listening, of course) takes the group through the paces of learning the tune. After the lesson it is important for the parents to share how they felt at the various stages of learning to play the instrument as well as how they felt about the instruction. This discussion should then be brought back to the topic of learning how to read and the importance of offering the right amount of support according to the learner's needs instead of forging ahead with an agenda totally out of sink with their child. Discuss the impact that this can have on the child as well as on the parent.

Support Reading (see parent handout)

While the explanation of echo, partner, and independent reading is the major thrust of this workshop, it must be emphasized that the underlying thread for success is active listening and knowing when to shift up or down from one type of support to another in response to cues given by the child while reading.

Video Demonstration

The video enclosed in this handbook is meant as a guide for preparation of your own video. Parents enjoy seeing their own children on tape and I strongly suggest you make a video which will include short segments of the tutors working with each child in the program. The contents of the video show the tutor demonstrating echo, partner, and independent reading with her students.

## Support Reading

Offering support to a beginning reader is somewhat like offering a helping hand to a toddler learning to walk. In both instances, sensing when to "let go" can be a very tricky decision. Offering too much support might delay progress while offering too little could lead to frustration and anxiety. Just as support for the toddlers ranges from holding both their hands while walking, to holding only one hand, to total independence, the continuum of support for beginning readers is also a gradual release of responsibility from the parent to the child.

The most difficult part (in both processes) is knowing when to offer help and when to "bow out." This involves a process which Darrell Morris calls "active decision making." It can be a very intuitive feeling - one which you give little thought to and are able to sense the right thing to do. Occasionally, as in the case of learning to read, it requires careful assessment of progress and knowledge about your child's personality combined with information about the process of reading. The message here is that offering support while your child reads requires that you actively listen to your child read and adjust your support accordingly.

The continuum of support ranges from Echo Reading to Partner Reading to Independent Reading. When starting to read a new book which contains difficult words it is wise to Echo Read. The exact amount of text that you would model depends on the child's level of reading. It could be one sentence or one paragraph. You will need to experiment to determine the best "fit" for you and your child. You would read first and then ask your child to re-read the same section and finger point to the words while doing so. This process of modeling promotes fluency, facilitates comprehension, and builds your child's confidence. A sense of story is achieved since your child is not struggling to decode new

words. Echo Reading in this manner can continue throughout the entire book. However, if the book contains word patterns which are repeated or has predictable refrains, it might be fun to Partner Read. Read the text up to the predictable section and let your child read the rest. At this point, you should supply any words which the child does not know, in order to keep the reading rate reasonable. As the text becomes more familiar (or in subsequent readings) you might try reading one page and have your child read the following page. Partner Reading offers parent modeling to a lesser extent than Echo Reading. At this point the child needs less support and is able to be a bit more independent.

After a few re-readings and after having experienced echo and partner reading, at some point your child will become more fluent and accurate in word recognition. It is now time for Independent Reading! When he/she approaches an unknown word, don't supply it as quickly as you did during partner reading. Let your child struggle with it a bit and try to self-correct. Suggest that they skip over the unknown word and finish the sentence. If still stuck they should re-read the sentence or look for a letter-sound clue or a picture clue before the word is given to them. Independent readers continue to need some degree of support which is offered in an unstressed manner.

Reading is more than just pronouncing the words on the page. During echo, partner, and independent stages, remember to discuss the text. Ask your child to predict what will happen next or what they would do if they were the character in the story. Make up a different ending or write to the author! This should be a special time with your child - a time for physical closeness and fun. The more you enjoy this moment the more your child will enjoy reading.

Guidelines for Support Reading

1. First Glance at the Book

Look at the pictures on each page, including the cover and title pages and have your child tell you something about each picture. (Cover the words on each page with your hands.) If the text lends itself to making a prediction about what will happen at the end of the story, ask your child to guess the outcome. Don't look at the last page if it confirms the prediction. Go back to the beginning of the book and Echo Read to verify the prediction.

2. Echo Reading

Read the title aloud and finger point to each word. Ask your child to do the same. Read the first line of text. Ask your child to echo read the same section. Continue in this manner to the end of the book, finger pointing to each word. As your child becomes more proficient, larger chunks of text may be modeled for your child to repeat.

3. Partner Reading

Read the title on the cover. Ask your child to read the title on the title page. Continue reading alternating pages to the end of the book.

4. Independent Reading

Ask your child to read the entire story. Provide words that your child does not know so the reading may flow smoothly.

It is not always easy to know when a child is ready to move from one level of support to the next. You need to learn to "read" your child, offering as much or as little support as needed. In general, at this beginning stage in learning to read, it is wise to offer too much support rather than too little.

**SUPPORT READING**

**REVIEW**

## Agenda

Questions and concerns (30 minutes)

Review of Support Reading (15 minutes)

Video Demonstration and Discussion (30 minutes)

## Goals

-To review the objectives of Project Prevent and the concepts of support reading and active listening

-To provide information about how to select appropriate reading materials

### Parent Handouts

"Further resources for parents and children" Taken from The RIF guide to encouraging young readers. Ruth Graves (Ed.). (1987). New York: Doubleday. 302-314.

"Sharing literature with your beginning reader" Taken from Lamme,L., (1985). Growing up reading. Washington, DC: Acropolis.

### Leader Handout

Morris, D. (1986). Keep the ball rolling: A tutors guide for monitoring oral reading behavior. Reading Psychology, 7,(1), 27-33.

Final Workshop

The purpose of this last session is to discuss questions and concerns related to Project Prevent, Support Reading, and Active Listening after a brief review of the information which was presented during the workshops.

Video Demonstration

The final video might include demonstrations of:

- Echo, Partner, and Independent Reading
- Predicting story content
- Active Listening
- Word Sort
- Sentence Strip

Books

Parents enjoy browsing through trade books for beginning readers. Many have commented to me that it is difficult for them to select books for their first grader to read successfully. Predictable pattern, I Can Read, and Easy to Read books are good choices and should be displayed. Select a few to highlight and examine why they are appropriate choices. Parents reference books such as Jim Trelease's Read Aloud Handbook and the RIF Guide to Encouraging Young Readers are good sources of information. Having these books on hand help parents make wise choices.

Parents should be encouraged to keep in touch with their child's tutor or teacher when concerns arise. High risk students, such as those in Project Prevent benefit from parental involvement. It is the school's responsibility to reach out to these parents to keep them educated and informed about issues regarding their children.

Parents' Comments

"I think the parent involvement in the program is essential for success. The learning process taught by the reading tutor should be continued at home. The school and parents have to work hand in hand on this very important aspect of learning. Nothing is more important than reading! The workshops were very good, informal, informative and helpful to me personally."

"Parents need to learn a decent way to teach their children how to read and to show that someone cares. I learned that even though I didn't learn to read this way I can help my child learn easier. Watching the tapes was fun and it was interesting to see the children advance."

"Others would be interested in the information presented at this workshop because parents of children who are in Project Prevent are concerned about their children's reading levels."

Project Prevent Parent Workshops

Tutor's Evaluation
Judith Karzen

Educators are fully aware of the positive impact that a supportive home environment has upon fostering learning. Therefore, it makes sense to develop in parents some reading awareness that can enhance learning to read in the home. The parent workshops helped to facilitate carry-over of reading knowledge that can be used in the home when parents are reading with their children.

The workshops also provided an opportunity to explain facets of the Project Prevent program. It is important, for example, for parents to know why their child was selected for the program, what is done during the tutorial sessions and what to do with the sentence strips that are sent home daily.

I personally enjoyed meeting the parents and this certainly helped to create a home/ school connection. The parents were interested in hearing about the Project Prevent program and learning techniques that they could use at home when reading with their child.

Appendix B

Dear _____,

This letter is a follow-up to our phone conversation on October 7,1991. I mentioned to you that I have been teaching at Taylor School for the past twenty-two years and that I am currently working on my Doctorate degree at National-Louis University in Evanston. The district has given me permission to request your participation in my dissertation project.

As you know, your child has been selected for tutoring in the Project Prevent program. Although this program has been in the district for four years, there have been no formal attempts to work closely with the parents of the students who are receiving this special instruction in reading. Over the summer I have developed a parent link for Project Prevent and both Judy Karzen (your child's tutor) and I are very excited about it. We hope that you can come to the Orientation Meeting scheduled for October 16 at 7:00 PM at Taylor School. Babysitting services and transportation can be provided if needed. At this meeting we will discuss Project Prevent and how your child was selected for the program. I will also discuss my plans for my own research. Briefly, I want you to know that if you volunteer, I would be asking for your participation in two evening workshops, one in early November and the other in early December. Topics that will be discussed will be centered around active listening and how to monitor and support your child's oral reading. Learning games and children's books will be presented. I will also need your help gathering certain information. I will ask you to fill out two short surveys, tape record a book sharing session while your child reads to you, and be available for an interview (either at your home or at school.) I will need this same set of information from you on three separate occasions. The first would occur within the next few weeks, the second would occur after the

first workshop in early November, and the third would occur after the second workshop in early December. All information will be strictly confidential.

We have much to learn from one another! The workshops offer much valuable information about how to help your child improve in reading. Hopefully, the parent link will become a permanent component to Project Prevent. Your participation and comments will be most helpful both for my own research as well as for future district goals for this program. I would greatly appreciate your help in this project. I look forward to meeting you on October 16. Please contact me if you have any questions.

Helene Rubert

Appendix C

WORKSHOP EVALUATION

Please return this form with the surveys and tape by December 11.

1. In future years, do you feel other Project Prevent parents would be interested in the information presented at these workshops? Explain.

2. What information was most useful to you?

3. Was the information presented in a clear manner?

4. Please list other topics which you would have been interested in hearing about.

5. Please offer suggestions or comments which might help us when planning future Project Prevent workshops.

Appendix D

To: The Administrative Cabinet

From: Helene Rubert

Date: March 12, 1991

During the 1991-1992 school year I will begin a project for my dissertation which, hopefully will involve Project Prevent. I am asking permission of the district in this endeavor. Project Prevent, currently in place in our district, is an intensive reading intervention program for at-risk first graders. It is my intention to create a parent education component to compliment the program and to examine possible changes (over time) in the home literacy contexts of three (or four) families involved in this home/school link, to observe the extent to which parents utilize newly learned literacy strategies with their children, and to record changes in the parents' beliefs about the efficacy of the home/school link and in their ability to help their child. Case study analysis of the families will provide a wealth of information about the impact of one school's attempt to reach out to parents.

Current literature and research underscore the importance of parent involvement in their child's education. Recent issues of Educational Leadership (October 1989) and Phi Delta Kappan (January 1991) have been exclusively devoted to the subject of the parent/school connection. Educational publishing companies now feature entire sections in their catalogs detailing family literacy programs with materials ranging from home correspondences to family activities connecting most curricular areas. The necessity of schools to reach out to families has rapidly become a "hot topic" in education today. Federal, state, and district policies are currently being formulated to include such an emphasis. In addition, Federal and

State Grants now provide funding for programs which include a Family/School partnership.

While the focus of attention is intended for all students and their families, a strong home/school connection is especially significant for students who have difficulty learning to read. Many parents, often eager to help, are stymied in their attempts due to lack of knowledge about teaching reading and minimal efforts on the part of the school to inform and include them. The home/school link I have in mind would: (1) provide parents specific information about the intervention program and discuss why their child was included, (2) offer parents strategies to use while reading at home with their child (similar in format to strategies presented during tutorial sessions), and (3) describe ways in which the home environment could stimulate the child's natural desire to read and write. The inclusion of parents in this endeavor would create a powerful bond between home and school while enhancing the already promising results of Project Prevent. Documentation of this process could prove valuable for our district as well as for others involved in programs with similar goals.

The four families in the case studies will be selected simply because their children qualify for inclusion in the Project Prevent program. In an attempt to keep as many vauiables constant as is possible, the children will receive tutoring from one tutor. I will inform the parents about the project, ask them to volunteer, and have them sign a consent for participation form. Naturally, I intend to share my results and insights with the district as I believe that there is the possibility that the parent component might be continued after my project has ended.

Appendix E

October 16,1991

Dear Parents,

Enclosed in this packet you will find the following items:

1. Consent Form
2. Parent Survey
3. Parent Survey of Home Literacy Context
4. Project Prevent Handout
5. Cassette Tape
6. Book for book-sharing session
7. Directions for taping session

Please return the consent form, two parent surveys, and the book-sharing tape by October 25. You can either send the information to school with your child or I can pick it up at your house.

I have tentatively scheduled the next two meetings for Wednesday, November 6 at 7:00 pm and Wednesday, December 4 at 7:00 pm. Please let me know if you are unable to attend either of the sessions. If you have any questions about the research project or Project Prevent feel free to call me. Once again, thanks for your help.

Helene Rubert

Appendix F

Parent Survey

Enter the number which corresponds with the way you feel about the statement.

| Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

___ 1. i enjoy reading with my child.

___ 2. It is always necessary for my child to sound out an unfamiliar word.

___3. I am aware of childrens' books which are at my child's reading level.

___4. I know how to encourage my child to read and write at home.

___5. I know why my child is involved in Project Prevent.

___6. I do not look forward to reading with my child.

___7. I have adequate knowledge about how children learn to read.

___8. I know where I can go to find reading or writing activities to do with my child.

___ 9. I know what kinds of materials and books to have in the home to promote literacy.

___10. I understand the goals of Project Prevent.

___11. I need to increase the amount of time I read with my child.

___12. I am not confident about my ability to help my child with reading.

___13. I need to become more familiar with books which are appropriate for my child to read.

___14. I know how to help my child when he/she is "stuck" on a word.

___15. I am confident that I can help my child improve his/her reading ability.

Appendix G

Parent Survey of Home Literacy

(Modification of Greer & Mason, 1988)

1. I read to my child:

   Daily  Weekly  Occasionally  Seldom  Never

2. How many books have you purchased for your child in the past year?

   0  1-5  6-10  11-15  16+

3. Check all of the magazines below that your child reads/looks at regularly:

   ___Ranger Rick  ___Child Life  ___Electric Company

   ___Scienceland  ___Cricket  ___Highlights

   ___3-2-1 Contact  ___Jack & Jill  ___Sesame Street

   ___Ebony Junior!  ___Sports Illustrated for Kids

   ___National Geographic World

   ___Other (please list) _____

4. My child reads alone:

   Daily  Weekly  Occasionally  Seldom  Never

5. When my child reads alone, she/he usually reads:

   5-15 min.  16-25 min.  26-30 min.  longer

6. Someone in the family helps my child read:

   Daily  Weekly  Occasionally  Seldom  Never

7. If someone helps your child read, what kind of help do they usually give:

   ___Identifies words  ___Tells sounds of letters

   ___Helps with sounding out words  ____Tells letter names

   ___Listens to child read  ___Other (please explain)_____

8. My child goes to:

   ___school library  ___public library  ___Bookmobile

9. My child goes to the library:

   Daily  Weekly  Monthly  Seldom

10. My child has a library card: ___yes ___no

11. How many books does your child usually check out from the library?

    0  1-2  3-4  5-6  7+

12. Right now, what is in your house to read?

    ___adult books ___newspapers ___workbooks

    ___magazines ___school books ___encyclopedia

    ___children's books ___coloring books ___phone books

    ___junk mail ___cookbooks ___dictionary ___other

13. Right now, what writing materials/examples are in your house:

    ___paper ___pencils _____pens _____chalkboard

    ___crayons ___paints ___bulletin boards ___lists

    ___personal letters ___notes ___markers ___easel

    ___other

14. List any games you have which promote reading and writing:

    (i.e., Scrabble for Juniors)

    _____ _____

    _____ _____

15. List any television shows which your child watches which promote literacy: (i.e., Sesame Street, Reading Rainbow)

    _____ _____

Appendix H

Directions For Book-Sharing Tape

The purpose of the book-sharing tape is to allow me to "listen in" while your daughter reads to you. I would like you to tape record two books. One book is provided for you in this packet and the second book is one of your choosing. (Please return both books to me along with the tape by October 25. I will return your book to you within a week.) Let your child read to you. Offer any support which you normally would while reading with your child.

Please let me know as soon as possible if you need a tape recorder. A blank tape is enclosed in this packet.

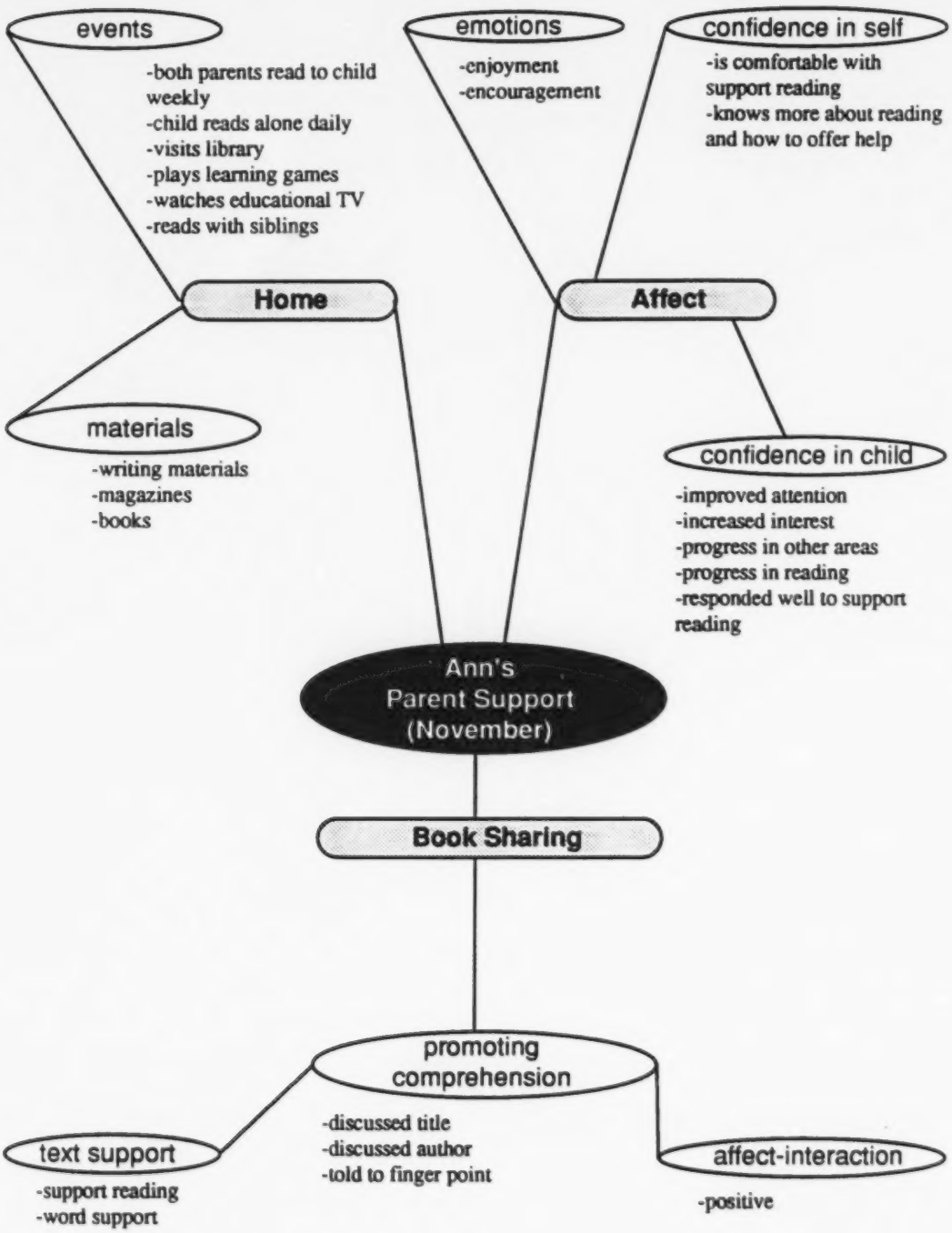
Appendix I

Interview

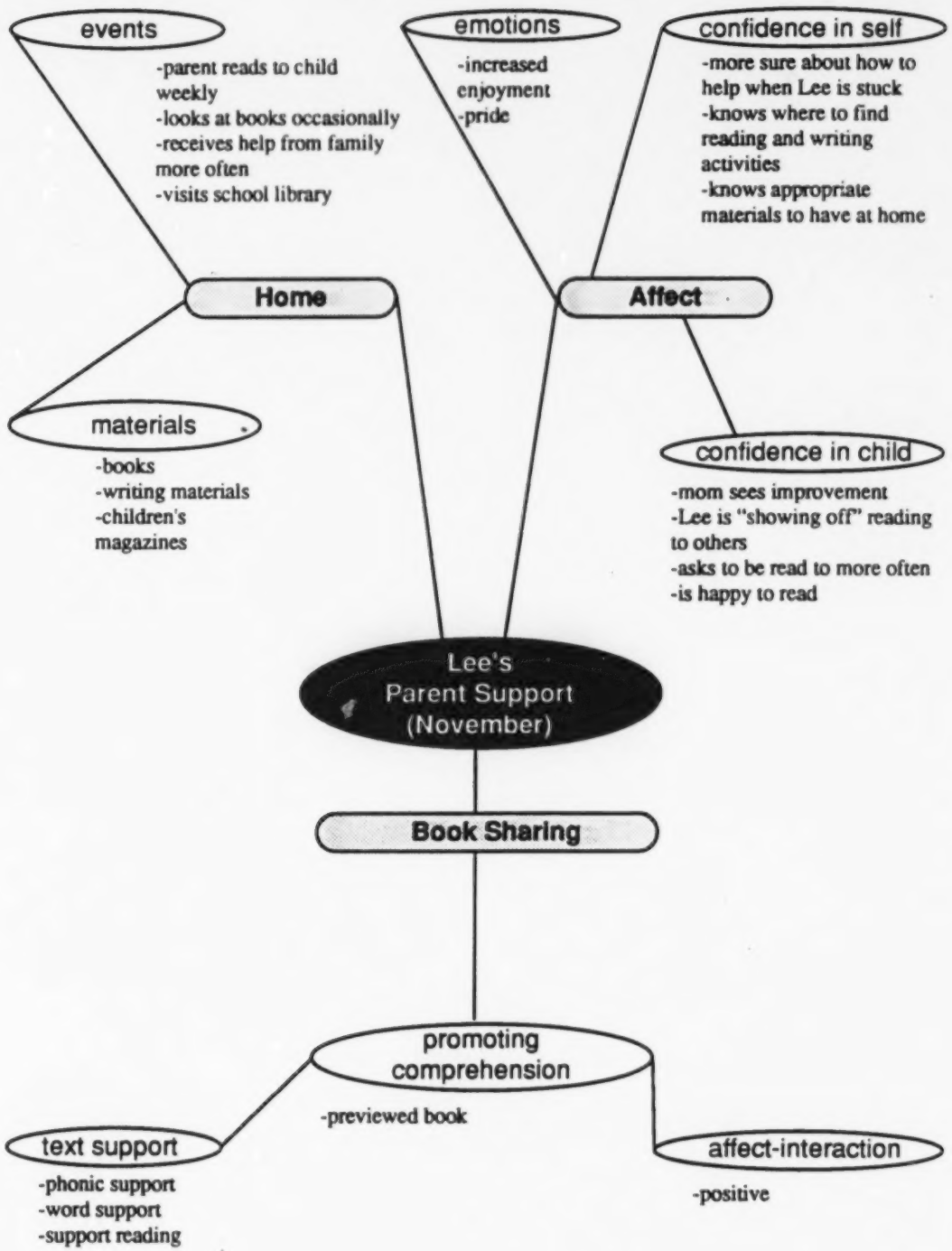
Initially, the parent will be given a copy of the book sharing transcript and will be asked to "think aloud" as she reads through the session. Specifically, the parent will be asked to comment on her reactions to her child's reading as well as to describe the context of the session and reveal how she and her child felt before, during, and after the taping. Other questions which may be asked are:

1. Can you tell me some ways which you help your child to read and write?
2. Do you read aloud with your child? How often? How long?
   How would you describe this time spent together?
3. What do you do if your child does not know a word?
4. Do you use the public library? How often?
5. How do you feel about your child receiving Project Prevent tutoring?
6. What do you know about Project Prevent?
7. How do you feel about participating in the parent workshops?
8. What do you hope to acquire from attending the workshops?
9. What kinds of reading materials are in your house now?
10. What kinds of writing materials are in your house now?

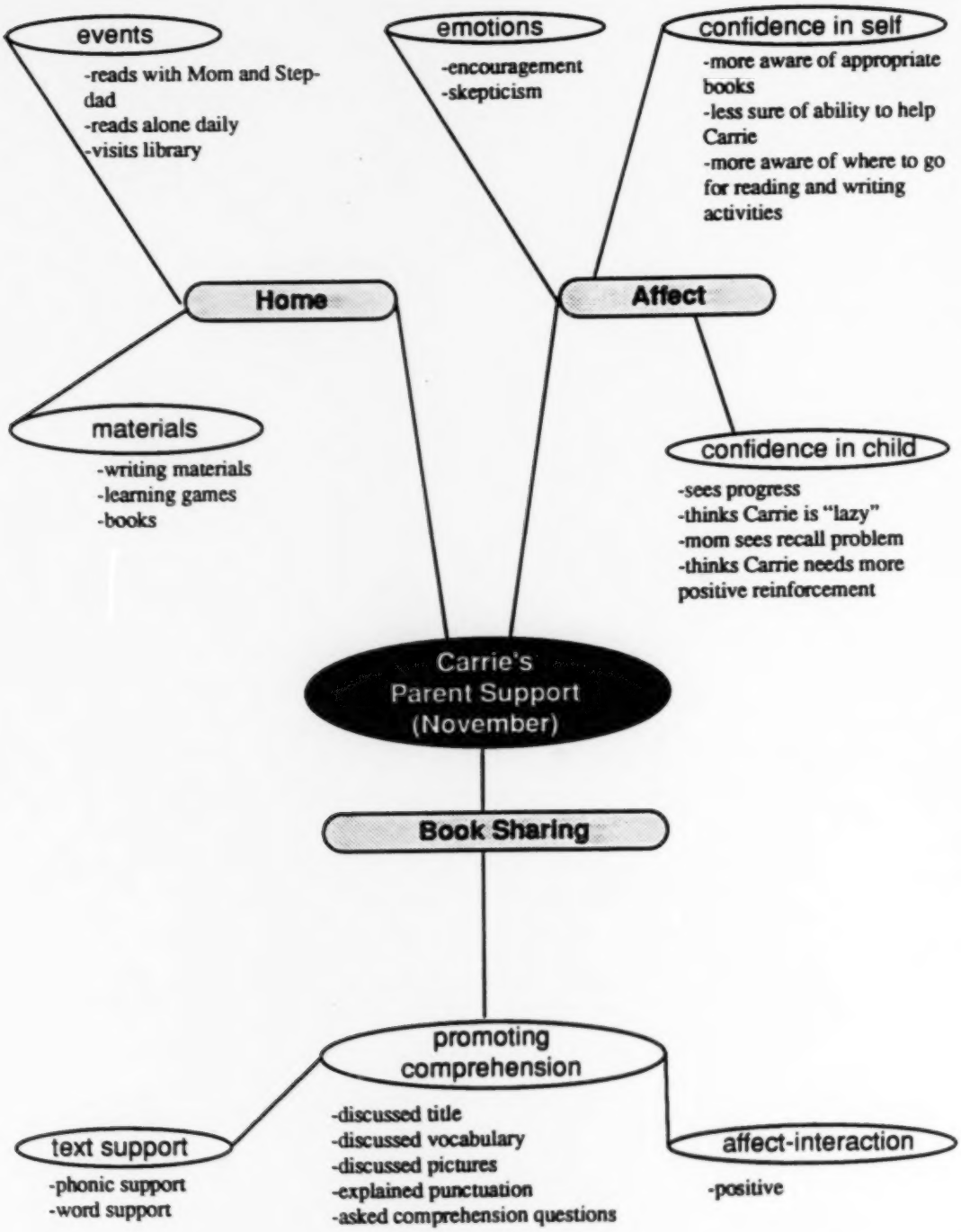
Appendix J


events
-both parents read to child weekly
-child reads alone daily
-visits library
-plays learning games
-watches educational TV
-reads with siblings
emotions
-enjoyment
-encouragement
confidence in self
-is comfortable with support reading
-knows more about reading and how to offer help
Home
Affect
materials
-writing materials
-magazines
-books
confidence in child
-improved attention
-increased interest
-progress in other areas
-progress in reading
-responded well to support reading
Ann's Parent Support (November)
Book Sharing
promoting comprehension
-discussed title
-discussed author
-told to finger point
text support
-support reading
-word support
affect-interaction
-positive

Appendix K


events
-parent reads to child weekly
-looks at books occasionally
-receives help from family more often
-visits school library
emotions
-increased enjoyment
-pride
confidence in self
-more sure about how to help when Lee is stuck
-knows where to find reading and writing activities
-knows appropriate materials to have at home
Home
Affect
materials
-books
-writing materials
-children's magazines
confidence in child
-mom sees improvement
-Lee is "showing off" reading to others
-asks to be read to more often
-is happy to read
Lee's Parent Support (November)
Book Sharing
promoting comprehension
-previewed book
text support
-phonic support
-word support
-support reading
affect-interaction
-positive

Appendix L


events
-reads with Mom and Step-dad
-reads alone daily
-visits library
emotions
-encouragement
-skepticism
confidence in self
-more aware of appropriate books
-less sure of ability to help Carrie
-more aware of where to go for reading and writing activities
Home
Affect
materials
-writing materials
-learning games
-books
confidence in child
-sees progress
-thinks Carrie is "lazy"
-mom sees recall problem
-thinks Carrie needs more positive reinforcement
Carrie's Parent Support (November)
Book Sharing
promoting comprehension
-discussed title
-discussed vocabulary
-discussed pictures
-explained punctuation
-asked comprehension questions
text support
-phonic support
-word support
affect-interaction
-positive

Appendix M

Ann
October

GO, GO, GO

(A- Ann M- Mother)
M: Ann and I are going to read a story now. The name of the story is Go, Go, Go. OK. Go ahead Amanda.
A: Go, Go, Go.
M: No, say it out loud - I -
A: I b...
M: fly
A: fly. I fly. I...
M: swim
A: I swim.
M: I..... climb.
A: I climb.
M: I..... hop.
A: I hop.
M: You know the 'I'. I am not going to tell you.
M & A: I
M: run
A: I run. I...
M: creep
A: I creep. I...
M: jump'
A: I jump.
M: ...and...
A: and I...
M: ride
A: ride
M: OK. Very good.

HAND HAND FINGERS THUMB

M: The next book we're going to read is Hand Hand Fingers Thumb by who? Dr. Seuss!
A: by Dr. Seuss.
M: OK
A: Hand...
M: Use your pointer.
A: Hand, hand, fingers, thumb.
M: One...
A: One thumb, one thumb...
M: drumming
A: drumming on a...
M: drum
A: drum.
M: Say it out loud.
A: Don't tell me!
M: OK. .....One
A: One

M: hand
A: hand one
M: No, two..
A: two
M & A: hands drumming
A: on a drum.
M: Very good. OK, here.....Dum
A: th...
M & A: dum
M: ditty
A: ditty dum ditty dum
M: Go ahead.
A: ditty
M: No, what do you say? It's the same word - dum.
A: dum dum.
M: Very good. Rings...
A: rings on
M & A: fingers
A: Rings on fingers...
M: thumbs. Look at the word. Thumb.
A: diddle
M: drum
A: drum drum drum drum drum drum drum.
M: Very good. Monkeys....
A: Monkeys
M: drum
A: drum
M: a-n-d
A: andy
M: No, and
A: and monkeys ham
M: 'h' hum.
A: hum
M: same word... hum
A: hum
M: drum
A: drum hum drum hum drum hum.
M: Very good.... Hand...
A: Hand
M: picks
A: picks
M: an
A: and
M: apple
A: apple.
M & A: Hand
A: picks plums
M: a plum
A: a plum.
M: Very good. Dum...
A: dum dum
M: No, dum ditty
A: Dum ditty dum ditty dum ditty...
M: No, dum dum dum. Say it.

A: Dum dum dum.
M: Look at what you are doing now. Read what you see.
A: Monkeys....
M: come
A: at
M: and
A: and monkeys...
M: g-o go
A: go.
M: Hands
A: hands
M: with
A: with
M: handkerchiefs
A: handkerchiefs
M: blow
A: Blow! Blow! Blow!
M: Very nice.
A: Hand
M: Hello Jack.
A: Hello Jack. Hello Jack.
M: Jake. That's Jake.
A: Hello Jake. Hello Jack.
M: Shake...
A: Shake hands
M: hands
A: Shake hands. Shake! Shake! Shake!
M: Very nice.
A: Bl...
M: Bye-bye Jake.
A: Bye-bye Jake. Bye-bye....
M: Jack
A: Jack.
M: dum
A: dum thumb
M: ditty
A: ditty dum
M: ditty Whack!
A: Whack! Whack! Whack!
M: Hands
A: hands
M: play
A: play
M: banjos
A: banjos
M: strum
A: strum
M & A: strum strum.
M: Hands...
A: Hands play
M: Fiddles
A: Fiddles
M: Zum
A: Zum zum zum.

M: Very good.
A: Dum dum...
M: ditty
A: ditty, dum ditty, dum ditty ditty...
M: No, dum dum dum.
A: dum.
M & A: Hands in
A: in
M: hand
A: hand
M: More
A: More
M & A: monkeys
M: come
A: come.
M: Many
A: Many
M: more
A: more
M: fingers
A: fingers. Many more...
M: thumbs
A: thumbs. Many more...
M: monkeys
A: monkeys. Many more...
M: drums
A: drums.
M: Very nice. Oh boy! Millions...
A: millions
M: of
A: of
M: fingers
A: fingers. and millions of
M & A: thumbs.
A: Millions of...
M: monkeys
A: monkeys. Millions of...
M: No, drumming
A: on
M: drums
A: drums.
M: dum
A: dum
M: ditty
A: ditty, dum
M & A: dum ditty
M: dum
A: ditty
M: No, dum
A: dum
M: Very good.

Ann
November 12
Tape 2

BABY CHIMP

M: We're going to read the story "Baby Chimp." Baby chimp.
A: Baby chimp.
M: He eats.
A: He eats.
M: He drinks.
A: He drinks.
M: He climbs.
A: He climbs.
M: He swings.
A: He swings.
M: Make sure you point to each word, OK? He hides.
A: He hides.
M: He jumps.
A; He jumps.
M: He hugs.
A: He hugs.
M: That was nice.

GREEN EGGS AND HAM

M: What is this book's name?
A: Green Eggs and Ham.
M: ...by who?
A & M: Dr. Seuss
M: I'll read first and then you read. I am Sam.
A: I am Sam.
M: I am Sam.
A: I am Sam.
M: Sam I am.
A: Sam I am.
M: That Sam-I-am!
A: That Sam-I-am!
M: That Sam-I-am!
A: That Sam-I-am!
M: I do not like
A: I do not like
M: That Sam-I-am.
A: That Sam-I-am.
M: Very good. Do you like
A: Do you like
M: green eggs and ham?
A: Do...like....
M: No,green eggs
A: and ham
M: I do not like them,
A: I do not like them,
M: Sam-I-am.
A: Sam-I-am.
M: I do not like
A: I do not like

M: green eggs and ham!
A: green eggs and ham!
M: Would you like them
A: Would you like them
M: here or there?
A: here or there?
M:I would not like them
A: I would not like them
M: here or there
A: here or there
M: I would not like them
A: I would not like them
M: anywhere.
A: anywhere.
M: I do not like
A: I do not like
M: green eggs and ham.
A: (repeats)
M: I do not like them
A: (repeats)
M: Sam-I-am.
A: (repeats)
M: Would you like them
A: (repeats)
M: in a house?
A: (repeats)
M: Would you like them
A:Would you like 'em
M: No, you're not reading that.
A: Would you like them
M: Very good. ...with a mouse?
A: (repeats)
M: Very good.
A: Thank you.
M: I do not like them
A: (repeats)
M: in a house.
A: (repeats)
M: I do not like them
A: (repeats)
M: with a mouse.
A: (repeats)
M: I do not like them
A: (repeats)
M: here or there.
A: (repeats)
M: I do not like them
A: (repeats)
M: anywhere.
A: (repeats)
M: You have to follow with your finger. I want to hear every word pronounced. I do not like green eggs and ham.
A: I do... I do..
M: OK, put it underneath.

A: I do not like green eggs and ham.
M: I do not like them, Sam-I-am
A: I do not like 'em...
M: like them
A: like them, Sam-I-am.
M: This is cute, isn't it?
A: Yeah, I like that!
M: Would you eat them in a box?
A: (repeats)
M: Would you eat them with a fox?
A: Would you eat 'em with a fox?
M: You are just repeating. You have to read just as clearly as I do. Not in a box
A: Not in a box.
M: Not with a fox.
A: (repeats)
M: Not in a house.
A: (repeats)
M: Not with a mouse.
A: (repeats)
M: I would not eat them here or there.
A: I would not eat 'em
M: eat...
A: eat
M: them
A: here or there.
M: I would not like them anywhere.
A: (repeats)
M: I would not eat green eggs and ham
A: (repeats)
M: I do not like them, Sam-I-am.
A: I do not like 'em..
M: like them
A: like them, Sam-I-am.
M: Very nice. Would you? Could you?
A: (repeats)
M: In a car?
A: (repeats)
M: Eat them! Eat them!
A: (repeats)
M: Here they are.
A: (repeats)
M: I would not,
A: (repeats)
M: could not,
A: (repeats)
M: in a car.
A: (repeats)
M: You may like them.
A: (repeats)
M: You will see.
A: (repeats)
M: You may like them
A: (repeats)
M: in a tree!

A: (repeats) This is a long book!
M: I would not, could not in a tree.
A: (repeats)
M: Not in a car! You let me be.
A: (repeats)
M: This is cute, isn't it?
A: You let me be, mom!
M: OK! I do not like them in a box.
A: ( repeats very fast)
M: No, come on now!
A: I do no like them in a box.
M: Very nice. I do not like them with a fox.
A: I do not like them with a box.
M: No, with a fox.
A: with a fox.
M: I do not like them in a house.
A: (repeats)
M: I do not like them with a mouse.
A: ( repeats)
M: I do not like them here or there.
A: (repeats)
M: I do not like them anywhere.
A: (repeats)
M: I do not like green eggs and ham.
A: (repeats)
M: I do not like them, Sam-I-am.
A: (repeats)
M: A train! A train! A train! A train!
A: (repeats)
M: Could you, would you, on a train?
A: (repeats)
M: Not on a train! Not in a tree!
A: Not in a train! Not in a tree!
M: No, no Not on a train, not in a tree..
A: Not on a train, Not on a...
M: in
A: in a tree.
M: Not in a car! Sam! Let me be.
A: (repeats)
M: I would not, could not, in a box.
A: I could not in, in
M: could not in a box
A: could not in a box.
M: I could not, would not, with a fox.
A: Wait, mom when you say 'a' , say 'ay'. (Mom was saying 'uh')
M: Is that what they tell you , OK. I could not, would not with a fox.
A: I could not,.....
M: would not, with a fox.
A: with a fox.
M:I will not eat them with a mouse.
A: I will not eat 'em...
M: No, eat them
A: eat them in...
M: No, ...with...

A: with a mouse.
M: I will not eat them in a house.
A: I would not...
M: No,
A: I...
M: will
A: will not eat 'em
M: them
A: them in a house.
M: I will not eat them here or there.
A: I would not eat 'em here..
M: eat them here or there
A: (repeats)
M: I will not eat them anywhere.
A: (repeats)
M: I do not like green eggs and ham.
A: (repeats)
M: I do not like them, Sam-I-am.
A: I do not like 'em.. Sam-I-am
M: them Sam-I-am. We're almost through. Say! In the dark?
A: Say! In the dark?
M: Here in the dark!
A: (repeats)
M: Would you, could you, in the dark?
A: ( repeats)
M: I would not, could not in the dark.
A: I could not,
M: would not
A: could not in the house.
M: No, dark, dark.
A: in the dark.
M: Would you, could you, in the rain?
A: (repeats)
M: I would not, could not in the rain.
A: I could not,
M: No, I would not
A: I would not,
M & A: could not, in the rain.
M: Not in the dark. Not on a train.
A: Not in the dark. Not in a train.
M: on a train.
A: (repeats)
M: Not in a car. Not in a tree.
A: Not in a car. Not in a train.
M: tree
A: tree.
M: I do not like them, Sam you see.
A: I do not like them, Sam I see
M: you see
A: you see
M: Not in a house. Not in a box.
A: (repeats)
M: Not with a mouse. Not with a fox.
A: Not with a house.

M: Not with a mouse.
A: Not with a mouse. Not with a fox.
M: I will not eat them here or there.
A: (repeats)
M: I do not like them anywhere!
A: (repeats)
M: Very good, Amanda. You do not like green eggs and ham?
A: (repeats)
M: I do not like them Sam-I-am.
A: (repeats) I'm Sam! I am Sam!
M: It's cute! Could you, would you with a goat?
A: (repeats)
M: I would not, could not with a goat!
A: (repeats)
M: Would you, could you, on a boat?
A: (repeats)
M: Cute pictures, huh?
A: Look at that!
M: Holding up the bridge there! I could not, would not, on a boat.
A: I could not, would not, on a boat.
M: I will not, will not, with a goat.
A: I would not...
M: No,
A: I could...
M: No
A: can
M: look where I am pointing.
A: I am seeing it
M: I will
A: I will
M: not
A: not,
M: will
A: will
M: not
A: not will
M: with
A: with a goat.
M: I will not eat them in the rain.
A: I will not eat 'em in the rain.
M: I will not eat them on a train.
A: I will not eat them in a train.
M: Not in the dark! Not in a tree!
A: (repeats)
M: Not in a car! You let me be!
A: Not in a car! Not in a car!
M: You
A: You will be...
M: No, you let me be.
A: (repeats)
M: I do not like them in a box.
A: I do not like 'em in a box.
M: I do not like them with a fox.
A: I be

M: do
A: I do not like them in a box.
M: No, I do not like them with a fox.
A: with a fox.
M: You're not looking where you are reading. I will not eat them in a house.
A: I will eat 'em in a house.
M: I do not like them with a mouse.
A: (repeats)
M: I do not like them here or there.
A: (repeats)
M: I do not like them anywhere!
A: (repeats)
M: I do not like green eggs and ham!
A: (repeats)
M: I do not like them Sam-I-am.
A: (repeats)
M: You do not like them.
A: (repeats)
M: So you say.
A: (repeats)
M: Try them! Try them!
A: (repeats)
M: And you may.
A: (repeats)
M: Try them and you may, I say.
A:Try them and may
M: No, you
A: you and
M: you may
A: you may see
M: I
A: I see
M: say
A: I say.
M: Sam! If you will let me be,
A: (repeats)
M: I will try them.
A: (repeats)
M: You will see.
A: (repeats)
M: Say! I like green eggs and ham!
A: (repeats)
M: I do! I like them, Sam-I-am
A: (repeats)
M: And I would eat them in a boat.
A: And I will eat them in a boat.
M: And I would eat them with a goat...
A: (repeats)
M: And I will eat them in the rain.
A: (repeats)
M: And in the dark. And on a train.
A: And in the dark . And in a train.
M: And in a car. And in a tree.
A: (repeats)

M: They are so good, so good, you see!
A: They are so good, they are so good you should see.
M: you see..
A: you see...
M: So I will eat them in a box.
A: And I will eat them in a box.
M: And I will eat them with a fox.
A: (repeats)
M: And I will eat them in a house.
A: (repeats)
M: Now you read the last three lines.
A: And ...
M: I will
A: I will eat 'em
M: eat them...
A: eat them in with a mouse.
M: Go ahead...
A: And...
M: I
A: I will eat them here or
M: and
A: and there.....
M: Say..
A: Say I will eat 'em
M: eat them
A: eat them ...
M: anywhere!
A: anywhere! I said anywhere!
M: Go ahead. This is the last page.
A: I do ...
M: so
A: so like go
M: green
A: green eggs and ham! The...
M: Thank you
A: Thank you, thank you,
M: Very good
A: Sam-I-am!
M: Very good!

Ann
Tape 3
December10

(M: Mother A: Ann)

LITTLE PIG
M: The first thing we're going to do is look through the book and look at the pictures and see what you think about the story, OK?
A: OK
M: Who does that with you?
A: Mrs. K.
M: And what do you do, you don't look at the words, right? You just look at the pictures. What do you see first?

A: Pigs.
M: What is this, a little pig and what?
A: A piglet and pigs...
M: Two big pigs, right? And how about over here?
A: Chickens.
M: Chickens or hens, maybe? And what is this?
A: Ducks and a little hen.
M: And a little pig. What do you think they are talking about? And this is the pig and the what?
A: Cow, the pig and the cow.
M: And the little pig and who?
A: Cows.
M: Cows, and what about on this side?
A: Sheep.
M: Sheep, OK. What do you think is going to happen in this story, Ann? Who is this?
A: A guy.
M: He looks like a butcher, doesn't he? Do you know why? What does he have in his hand? Hot dogs!
A: Hot dogs.
M: You know how we go to E & M and the butcher has the hot dogs in the case? This is the pig and he looks kind of scared, doesn't he?
A: Yeah.
M: OK and let's see now. And this is the little pig again, look.
A: Yeah, I see his home.
M: In his home... and what do you think is going to happen?
A: He is going to sleep.
M: With who?
A: Mommy.
M: With his mommy or his pig mom. First of all we are going to Echo read, right?
A: Yes
M: This says, Little Pig, a Ready-Set-Go Book. Now you go first. Oh, no, I'm going to read and then you are going to read. The title of the story is Little Pig.
A: I know. We are not supposed to read that.
M: We can say Little Pig.
A: No, we can't. We're not supposed to.
M: Oh, OK , sorry. Little Pig. "Go home" said the hens.
A: "Go home," said the hens.
M: "No," said the little pig.
A: (repeats)
M: "Go home," said the ducks. Use your finger.
A: (repeats)
M: "No," said the little pig.
A: (repeats)
M: "Go home," said the cows.
A: (repeats)
M: "No," said the little pig.
A: (repeats)
M: "Go home," said the sheep.
A: (repeats)
M: "No," said little pig.
A: (repeats)
M: "Go home," said the butcher.
A: (repeats)
M: "Or I'll make you into sausages!"
A: "I'll make you into sausages!"

M: No, "Or"...do it again.
A: "Or I'll make you into sausages!"
M: "Yes, I will" said the little pig.
A: (repeats)
M: And here he is at home with his mama, right?
A: Right!
M: OK now what do we read?
A: You read one page and I read another.
M: OK. You start.
A: No, you start.
M: "Go home," said the hens. "No!" said the little pig.
A: "Go home," said the ducks. "No!" said the...
M: No, ... said the
A: "No," said the little pig.
M: No... said....
A: little pig
M: little pig, yes. Read only the words you see. "Go home," said the cows. "No," said little pig.
A: "Go home," said the sheep. "No," said little pig.
M: "Go home," said the butcher.
A: "or I'll make you into sausages."
M: sausages, that's a big word! "Yes, I will," said little pig. And there he is with his mom, right?
A: Yes!
M: OK, now you are going to read the whole story yourself. Use your finger, and say it loudly.
A: Little Pig. "Go home," said the hen...
M: hens
A: "No," ....
M: said
A: said....
M: Sound it out. Lit...
A: Don't!
M: Ok. "No," said Little...
A: Pig. "No," said Little Pig. "Go home," said the ducks. "No," said Little Pig. "Go home," said the cow. "No," said the little pig...
M: No, no 'the.' Where do you see 'the?' "No," said little pig.
A: "No," said little pig. "Go home," said the sheep. "No," said little pig. "Go home," said the butcher, "or ...
M: I'll
A: "or I'll make you into sausages." "Yes, I will go s...
M: No, "Yes, I will...
A: "Yes, I will!" so...
M: said
A: said the little pig.
M: No, said little pig.
A: said little pig.
M: OK, we're going to read it once more. The title of the story is Little Pig , A Ready-Set-Go Book. Little Pig. One more time. Read each word clearly and loudly. You point, though.
A: "Go home," said the hens. "No," said Little Pig. "Go home," said the ducks. "No," said little pig.
M: Very good. Very good.
A: "Go home," said the cow.
M: cows.
A: cows. "No," said little pig. "Go home," said the sheep. "No," said Little Pig. "Go home," said the betcher.
M: butcher.
A: butcher. "Or I'll make you in will...

M: make you
A: into sausages." "Yes, I will go...
M: "Yes I will comma, then you pause. What's that word? Said.
A: said the ....said Little Pig.
M: The end.
A: The end!
M: Very good!
A: Excellent!
M: Excellent!

Appendix N

GO, GO, GO

(L- Lee M-Mother)
L: I...
M: Sound it out. Fl...i...fly
L: I fly.
M: F-l-y
L: I fly. I sw...
M: louder
L: Why?
M: So she can hear you.
L: sw....mmmm
M: Sound it altogether again
L: s - w-i-m wim?
M: Close. Put the 's' in there.
L: wims
M: No, put the 's' in there.
L: s...swim?
M: That's right!
L: swim! I fly. I swim.
M: Right!
L: I c...c...
M: Right
L: l-n-d
M: No, wrong sound. Not 'd' but 'buh'.
L: buh
M: Right
L: c...
M: Come over here and sit!
L: c...l...i...m...b
M: Right, sound it together.
L: c...
M: cl...
M & L: cl...
M: m-m-m-b
L: buh
M: I climb.
L: I climb. I...I huh hop.
M: Right.
L: I hop. I climb. I hop!
M: Right.
L: I...buck.
M: No, read that!
L: I ... y... r-u-n yuh
M: Now you know this word. Sit down and concentrate! r.....uh..
L: nnnnn. I run?
M: Yes
L: I run. I ....
M: Sound it out.
L: c-r-eh-eh- p. pig
M: All right, no. Sound it out. First the letter.
L: c-r

M: No, stop there. c-r two e's is eee
L: eee
M: and what's this sound?
L: c
M: Right. cr...eep
L: cleep
M: Close. You got an 'l' in.
L: creep
M: right
L: I run. I creep. I ...hop.
M: No, read it. You're guessing.
L: What is it?
M: Up here. What is it?
L: I...j..
M: um
L: j-u-m-p jump
M: Right.
L: I jump. A-mmm-buh. I mean a-mm-duh. day?
M: You know this word.
L: No, I don't. aaa. a-nn-duh. and I er-ih-duh-eh.
M: OK , this one, you go, what's the first sound?
L: er-ih
M: No, the next sound is eye
L: duh
M: er-eye ide. er-ide.
L: hide
M: No, listen to my sounds. er-ide er-ide er-ide
L: ride.
M: Right. ride. Repeat it. What does it say?
L: I...jump. And I hide.
M: No, not hide. Look at the letter, Laise. What's the first sound?
L: Mom, I don't want to do this page.
M: Well, you're at the end. You've got to do it.
L: (whimpers) er
M: You already did it! What is the first sound? What's the first letter?
L: (whimpers) er
M: er-ide
L: ride.
M: All right.

MARVIN K. MOONY

M: OK, now we're going to do <u>our</u> book. Most of our books I buy for me to read, not for her. Of course all these books are passed down.
L: The t...i..what's that? We got to see the picture. Time. I time.
M: No
L: No. The time huh-a-sk. ask
M: No, not 'ask'- you know it.
L: Huh-a-s. has c...
M: cuh
L: cuh-ao-m-eh. Kim.
M: No, do it without that letter. (silent e)
L: cuh-uh-m. cuh-uh-m. cuh-uh-m.(repeats faster and faster)
M: come

L: come
M: OK Read it from the beginning.
L: The time h-a-s has .... tell me please!
M: No, sound it out. cuh...
L: c...oh...m.. eh
M: No, you don't need to say the 'e'. Just forget that one. So sound it out.
L: cuh-ah-m- cub
M: come. You're saying sounds that aren't there.
L: come
M: The time has
M & L: come
L: The time has come. The time has...
M: ih
L: ih-ss is right.
M: No, quit making it up and look at the word.
L: yuh
M: nnn-ow
L: ow
M: No, listen to me. nn-ow nn-ow
L: www
M: Forget my finger and listen to me. N - ow. Now you say it.
L: ow
M: Where is the first sound? nnn?
L: n
M: ow
L: ow
M: Keep repeating it.
L: n-ow (repeats seven times)
M: now
L: now. I don't remember all these words. I'm only reading to here!
M: Well, we'll see.
L: j-j-
M: just
L: just guh
M: Sound it out. You know this word.
L: go. just go go.
M: yes
L: just go, go, go. I...
M: don't
L: c...
M: ...are
L: care
M: Now this is the 'ow' sound again. Now what is the first letter in front of it?
L: huh- ow. huh-ah. h- ah
M: No, I said it was the 'ow' sound.
L: huh-ow. how.
M: Right. I don't care how...
L: I want to do this page. Yes...
M: No, you're making it up. Look at the words. You...
L: You cuh- a-n-eh can go buh-wuh...
M: b-eye
L: buh-eye fff...
M: oo-t
L: f-oat. oat

M: It is the uh sound.
L: oat
M: No. You can go by f-oo-t.
L: foot. You can go by foot.
M: Right, now...
L: You can go by foot.
M: No, look at the word.
L: You can go by...
M: What's that sound?
L: c...
M: c... the 'ow' sound again.
L: c-ow. What's that?
M: No, read this word. Sound it out. You know it.
L: c...
M: No, c-ow
L: cow. You can go by cow.
M: Marvin
L: Marvin
M: What's that say?
L: K.
M: M-oo-ny. Moony
L: Moony. You go
M: Read the rest of it now.
L: When is this tape going to start rewinding?
M: It isn't going to rewind until you're done and I stop it. Keep going. Wuh...
L: wh-a-l-v
M: No, you know this word. I is on one of your sheets. w - i...
L: lll
M: w-i-ll. What's that word?
L: wuh-ill
M: So what's the word?
L: wuh-ill?
M: wuh ill is not a word. What is the word?
L: will
M: OK
L: will c...
M: No, you're reading the wrong line.
M & L: will
L: k.....u....
M: Do you see a 'k' there?
L: No
M: All right
L: I mean, yes.
M: Well don't...
L: wuh - ah- ll
M: it's 'you'
L: you. Let's read this one.
M: We did that.
L: Will you p... It's a long word.
M: No it's not.
L: p...
M: puh-l-ease
L: he's
M: please

L: please go n-ah
M: No, n-ow.
L: ow. n-ow-w
M: So what's the word?
L: now
M: Right.
L: You c-a-n can go
M: uh
L: uh
M: n. Read the letters. ah...
L: ah-nnn on
M & L: skates
M: OK
L: You can go by...
M: No, you just had it!
L: ah-n on skates.
M: No, look at this. What are these?
L: I don't know.
M: You don't know? sk-ee-s
L: skis. You can go by skis.
M: Not by - you're making up your own words.
L: I don't care. You can go ...it's a new one...
M: Yes
L: i-n in a hat.
M: b- but
L: but please go
M: puh
L: please
M: Right. Very good. You're doing better than you thought, aren't you?
L: h um...I...
M: don't
L: don't
M: c-are
L: care. You can go.... what is that?
M: buh...
L: buh...
M: eye
L: eye
M: buh- eye
L: buh-eye by bike.
M: Right!
L: You can go by...
M: No, sound it out ...ah...
L: ah-n on a.... what is that?
M: You will never guess this. Zike!
L: zike
M: bike
L: zike bike
M: ih
L: if you can
M: No, you had this word in your envelopes. Look at it and sound it out. Sound out those three sounds.
L: l-ike like
M: You can go on a zike bike if you like.

L: you like
M: OK.....ih
L: if you zike you can go]
M: Indian
L: Indian - a...
M: and
L: and
M: 'o' sound
L: o - l ...
M: o-l-d
L: lid
M: No, listen to me ...l-d
L: lid
M: No, listen to me....o-l
L: old
M: Right. You got it.
L: shoe
M: Shoe is right but think of the color.
L: blue shoe. Just go, go, go.
M: puh-l
L: puh
M: ee..... puh-l-ease
L: please d...do, do, do.
M: Right OK. Do you remember his name?
L: No
M: M-- sound it out
L: M
M: ar
L: ar
M: vin
L: vin
M: K.
L: K.
M: Moon
L: Moon
M: ee
L: ee. I...
M: don't
L: dont care.
M: how
L: how...p...
M: Marvin
L: Marvin K. How...
M: no
L: m...
M: moo
L: moo
M: nee
L: nee...yuh...
M: wuh-ill
L: ill
M: So what's the word?
L: Wuh-ill will you please go? Will...
M: no

L: n-o
M: 'ow' sound.
L: ow ... now.
M: Right
L: now
M: Very loud. Go now!
L: You can go.
M: Octupus
L: on....I'll never get this word. I don't know what to call it.
M: Sound it out. St-ilts.
L: Tilts. You can go by i... fish. You can go i-n in a
M: See if you can sound it out.
L: K...
M: K-r-unk
L: krunk
M: You can say this one. What is it?
L: c-a-r
M: c-ar
L: car. The...
M: No, ih...
L: is...
M: No
L: ih-f.....is
M: Your making it up. No 's' there.
L: (whimpers)
M: We're running out of patience!
L: oh sure...
M: if...
L: if you will...
M: No, wish
L: wish
M: See...wuh-ish. wish
L: wish. The...
M: No
L: Please tell me - please, please!
M: if
L: if you will...
M: No. sh...
L: sh
M: sh
L: wish...will
M: No
L: You mm-a-wuh
M: No, m-ay
L: ay
M: may
L: may go
M: b-eye
L: by
M: l-i-n
L: lion
M: What is this?
L: tail
M: right. 'o' sound. or...

L: or
M: st-amp
L: stamp
M: yourself
L: yourself
M: Big word, huh?
L: a-n-d and go b...
M: b-eye
L: b-eye mail?
M: Right
L: mail
M: Marvin
L: Marvin
M & L: K.
M: Moony
L: ey
M: Moony
L: Moony
M: don't
L: you
M: know
L: know tuh-huh-eh
M: th...
L: th-e
M: the
L: the
M: time
L: time is
M: No
L: the
M: Sound that out.
L: c...
M: Don't look at me. Sound it out.
L: (whimpers) I don't know this word.
M: Yes you do. What is the'o' sound? Octopus
L: ah 'o'
M: Like octopus...ah...come
L: come to go, go, go. I don't want to read this.
M: Oh, we're almost done.
L: I want to do <u>this</u> page.
M: We'll get there then. All right now, what's this word?
L: guh-et get
M: ah
L: on-n on
M: your
L: your
M: w-ay
L: ay
M: w-ay
L: way
M: your way, right.
L: l-l-l...
M: pl...
L: please

M: Say that word. M-m-ar
L: ar
M: vin
L: Marvin K.
M: Right. Marvin K.
L: you...
M: m-ight
L: might l...
M: l-i
L: like
M: This is what word?
L: go
M: ing
L: ing
M: You might like going in
L: in a
M: zumble zay
L: zumble zay. You can go duh-buh-it
M: b-eye
L: by blues
M: What's that sound?
L: ah
M: or
L: or
M: broomstick. or
L: or you can go buh...
M: by
L: c...
M: c-a
L: cat
M: No. Go the sounds with me. C-a-m-l
L: camel
M: Right
L: i-n in a
M: bureau
L: bureau
M: drawer
L: drawer. You can go by
M: See if you can do that word. buh-um
L: um
M: buh-um-ble
L: ble
M: boat
L: boat
M: or
L: or
M: Sound this one out.
L: juh-it
M: What is it?
L: jet
M: Right
L: I buh...
M: don't
L: don't

M: care
L: care
M: huh-ow
L: how you go. Just go
M: No
L: guh-it get
M: Right. Just get!
L: Mom, you said to this page.
M: Well, we're almost done!
L: g-it
M: get
L: get
M: yourself a
L: yourself a
M: YOu can do this one.
L: guh...
M: guh-zoom
L: guh-zoom. You can go
M: wuh-ith
L: with a spoon
M: Right
L: Oh! What's this?
M: That's how he's leaving! OK, here is his name again. You don't remember his name yet? Marvin.
L:Marvin. I can say it. Marvin K.
M: Look at the letters... M-moony
L: Moony a.....oh God!
M: I...boy you're tuckered out!
L: duh-
M: don't
L:don't
M:care
L: care
M: huh-ow
L: how
M: What's his name?
L: Moony
M: See. moo-m-o-o
L: Moony. ill...
M: will
L: will you b...
M: What?
L: Please go no...
M: No. Not no, n-ow.
L: ow
M: n-ow
L: now
M: Right
L: I s-a-mm-duh
M: said
L: said go a-n-d and go ih a
M: No, what is that?
L: I
M: meant
L: meant thus

M: the
L: the...
M: Sound it out.
L: tuh-ih-mm-eh
M: t-ime
L: time is...
M: uh uh
L: huh a-t hat
M: has
L: has c...
M: come
L: come

Lee
Tape 2
November 15

(M - Mother L- Lee)
CLOWN FACE
M: OK Let's start. Look at the picture and then look at the words and sound them out.
L: Clown Face. The eye. The nose. The mouth. The hair. The hat. The bow. The cake...
M: No, does it say that?
L: Pie..
M: Well, that was easy for you, wasn't it?
BABY CHIMP
M: Here's another one...
L: Ba...buh wah
M: Buh...
L: ah
M: ay
L: Buh ay buh why
M: 'Y' has a different sound.
L: Babe...babe
M: Ba bee
L: baby
M: Do you see what he is? A baby what? Sound out...
L: monkey
M: No, sound out the word.
L: C-C- Ch chub
M: No, not chub. Where's the 'b'?
L: C- ch-i-mp chimp
M: Right.
L: Baby chimp
M: Right.
L: He eats. He drinks. The...
M: No,
L: They
M: No.
L: He climbs. He hangs.
M: No
L: He swings.
M: Right.
L: He hides. He jumps. He hugs.

M: That was pretty easy for you!

THE BICYCLE
L: The Bike
M: No,
L: I can't read that!
M: Well, you haven't tried.
L: The bike
M: buh-eye-sss...
L: bice-cl
M: bicy..
L: bicycle
M: Right.
L: The clown gets...
M: No,
L: The clown got on, and the lady got on, and the man...
M: No,
L: And the mmmm...
M: Sound it out.
L: buh ah bo
M: No, look at the picture.
L: Buh ah wuh bow...
M: Not quite a bow, but buh oy. O-y is always oy
L: oy...
M: boy
L: and the boy got on, and the girl got on, and bear got on, and the bike bicycle got ...crushed.
M: Not quite.
L: sat
M: Not just sat.
L: sick
M: Sound it out. sss-qu...squashed.
L: squashed. OK is that it? Do you want to try this one?

BROWN BEAR, BROWN BEAR
M: What does it say, do you know?
L: Brown bear, brown bear what do you wear?
M: No, what do you...
L: hear
M: No, look at the sound.
L: sick
M: see.
L: Brown bear, brown bear, what do you see?
M: I see a red bird looking at me.
L: Come on!
M: I'll do a phrase and you do a phrase in this one.
L: No! You're doing a phrase and I'm doing a phrase, I don't think so!
M: Why not?
L: Cause I don't want to!
M: All right.
L: Red bird, red bird, what do you hear?
M: No, it doesn't say 'here.'
L: Red bird, red bird, what do you see? I see a yellow duck quacking...
M: No, sound it out.

L: l-ah-ah-k
M: l - oo- k
L: look
M: ing
L: at me. I don't see anything!
M: No, I don't either! The duck was missing. All right.
L: Yellow duck, yellow duck, what do you hear?
M: No,
L: see. Yellow duck, yellow duck...
M: That's not what this says. Where are you?
L: Right here.
M: Well, you're not reading it then.
L: I hear...
M: No,
L: I see a black...
M: No...
L: buh lll
M: Bl-ue
L: blue
M: horse
L & M: looking at me.
M: Told you we should share it!
L: I see a ...
M & L: I see a ...
M: You can read it with me.
L: I see a
M: Cuh- sound it out. You should know this one.
L: Guh---
M: green
L: green frog
M & L: looking at me.
L: Green frog, green frog what do you see?
M: I see a purple cat looking at me.
L: Purple cat, purple cat what do you see?
M: You're not reading it!
L: That's what it says..
M: I know but you're not reading it. You're just looking at nothing. I see a white dog...
M & L: looking at me.
L: White dog, white dog what do you see?
M: See if you can say this one.
L: I see a white...
M: No, sound it out.
L: I see a ..... ack black...black sheep looking at me.
M: Very good.
L: Black sheep, black sheep what do you see?
M: I see a goldfish looking at me.
L: Goldfish, goldfish what do you see?
M: See if you can say this one.
L: I see a mom...
M: mother
L: mother looking at me. Mother, mother what do you see? Mother, mother what do you see? I see a bunch of children looking...
M: No, that's close. beautiful children...
M & L: looking at me.

L: Children, children, what do you see? I...
M: No,
L: well
M: I don't see an 'I.'
L: see a brown bear, a red bird, a yellow duck, a purple...
M: No,
L: blue horse, a green frog, a purple cat, a white dog, a white black lamb, a goldfish, a mother that's what...
M: No, looking....
L: at me...
M: us... that's what...
L: we see.
M: OK we're done!

Lee
Tape 3
December

(M-Mom L-Lee)

LITTLE PIG

M: What does this book look like it is about?
L: Pigs.
M: And he runs into a what...
L: Chicken?
M: Yes. And what else?
L: They are picking at him.
M: They are picking at him but what are these? Who has feet like that?
L: Ducks.
M: That's right. What's this?
L: Pigs.
M: And then he ran into...
L: flowers?
M: He was taking a walk and he ran into these guys. Who are they?
L: Cows.
M: Where did you get the flower from? That is his tail. Yes, and then he ran into lambs. And then...
L: He turned into hot dogs.
M: Right - a hot dog guy. People who sell hot dogs and meat are called - do you know what they are called?
L: No.
M: A butcher. And he says "I'll make you into something." Look how he is scared.
L: And he goes home to his mother and father.
M: Ok so 'et's try reading this. I'll read the first page and then you read it, OK? Little Pig.
L: Little Pig
M: "Go home," said the hens. "No," said little pig.
L: "Go home," said the hens....
M: No, you read this part.
L: I'm supposed to copy over what you are doing.
M: You are? Oh, yeah... well try this anyway.
L: "Go home," said the ducks. "No," said ...tle...little pig.
M: Right. "Go home," said the cows. "No," said little pig.

L: "Go home," said the sheep. "No," said little pig.
M: Right. "Go home," said the butcher,...
L: "or I'll mak
M: Not mak, but... make
L: you into...
M: This is a tough one.
L: S.... sand
M: s...au...
L: saus...
M: ages
L: sausages.
M: "Yes, I will," said little pig. And then she goes home to mom, right? Look at that! Now, you read the whole thing to me.
L: Little pig. "Go home," said the hens. "No," said little pig. "Go home," said the ducks. "No," said little pig. "Go home," said the cows. "No," said little pig. "Go home," said the sheep. "No," said little pig. "Go home," said the ....
M: Sound it out. (silence) The 'ch' is a ch sound. (silence) Or rather a cher sound.(silence) Buh, right?
L: ut.tt
M: ch..
L: ch..
M: er...
L: er.. but...
M: butcher
L: butcher, "or I'll mak.... make...
M: Yes, make...
L: make you into sausages." " Yes, I will," said little pig.
M: There you go! That's not so bad!

Appendix O

Carrie
October

(C-Carrie M- Mother)

M: This is Saturday Night Live starring Arnold S. Carrie is awake because she took a nap and she thought this was an ideal time to practice some of her reading. She will read Book 9C A Man Sat. Take it away Carrie....
C: A man sat.
M: OK, just take your time.
C: A man sat on the man. The man is mad.
M: That's great. Listen, you want to do me a favor? Read that sentence again and when you see the dot, that's the period. That's the end of the first sentence and then you'll read the second sentence. OK? Go ahead.
C: N... I see it! I have eyes!
M: OK, OK, OK
C: Sam sat on the man.
M: OK now the second sentence.
C: The man is mad.
M: Great!
C: N....Nat?
M: Yes, you remember that guy? The same one from the other books.
C: Nat sat on Sam
M: Great!
C: Sam m-mad?
M: No, because that begins with an 'a' honey. Remember that's the word that you.....OK. Go ahead. What's the first letter?
C: 'A' I see, I have eyes!
M: And how do you pronounce 'a' ?
C: a
M: OK, so that's the first sound, right?
C: and?
M: Right
C: Nat
M: Yes
C: sat on the man.
M: See the two people sitting on top of him? Does he look very happy? No - would you be happy if two people were sitting on top of you? I don't think so!
C: S...i...
M: Just say what it is even though it doesn't make any sense to you - go ahead and pronounce the letters.
C: Sis?
M: Yes
C: sat on Nat.
M: Right.
C: Sam and Nat and Sis sat on the man. The man is sad.
M: Great! Look at that picture. He is very sad, isn't he? Oh my goodness! Look at that picture. There is another person on there now!'
C: Oh God!
M: Let's find out what the other person's name is, OK?
C: Dan sat on Sis. Sam and Nat...
M: Its the same word as that.
C: and Nat



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M: Sam and Nat and...
C: Sis
M: And now go over here...
C: n...
M: no
C: a-n-d and
M: It's the same word every time!
C: and a-n-d Dan sat on the man.
M: Did you find this sentence hard because it wasn't going across this way?
C: Yes
M: I don't blame you. It probably wasn't the brightest way for them to write it. Just sound it out.
C: Sid
M: Yes, I know you're not familiar with these names, but that is a name, believe it or not!
C: Sid
M: OK, what's this one?
C: Sis, Dan, Sam, Nat, A man.
M: And the last page is...
C: A man sat.
M: What did you think of that book?
C: Funny!
M: You thought it was funny?
C: It was not cute at all.
M: What did you think about the way the words were scattered all over the page? I think it's a wonderful way to teach children how to read. OK. Well, tomorrow, to make it even more fun, we'll read a book that Mrs. Rubert wants us to read.

Text

A Man Sat

A man sat.

Sam sat on the man.

The man is mad.

Nat sat on Sam.

Sam and Nat sat on the man.

Sis sat on Nat.

Sam and Nat and Sis sat on the man.

The man is sad.

Dan sat on Sis.

Sam and Nat and Sis and Dan sat on the man.

Sid sat on Dan.

Sam and Nat and Sis and Dan and Sid sat on the man.

Sid Sis Dan Nat Sam A man

A man sat.

Carrie
Session 2
Nov.26

BABY CHIMP
M: What does that look like?
C: A baby.
M: And what does this one look like?
C: A mom.
M: These are chimps. Like the ones we see on TV. The name of the story is.... What letter is this?
C: B
M: Baby...Baby Chimp
C: Baby Chimp. He...
M: What is he doing?
C: Eating.
M: He... look at the word.
C: Ate.
M: eats.
C: eats.
M: What do you think he's doing here?
C: He...
M: Let's sound this out. Dr...
C: drinks. He drinks.
M: What is he doing?
C: Climbs. He climbs.
M: What is he doing here?
C: Hanging.
M: He is going from one to the next.
C: Swinging.
M: Sw...see these letters here? Is there an 'ing?' Not swinging. Swings.
C: He hides. He jumps.
M: Great!
C: He hugs.
M: Let's read it again. The name of the book is...
C: Baby Chimp. He eats. He drinks. He climbs. He swings. He hides. He jumps. He hugs.

LITTLE CRITTER'S THESE ARE MY PETS
M: What is that? It is a critter! What are the animals on the cover?
C: A frog, a turtle, a fish, a dog, a cat...
M: The Little Critters...
C: The...
M: It is like 'the' but when s-e is on the end it is 'these.' Are... a and r come together and say 'ar'...These are...
C: my pets.
M: Do you think this is a boy or a girl? Th is like the word the. Now sound out the rest.
C: This is my friend.
M: Look at the picture.
C: frog. He is...
M: It is a color.
C: green. He likes to sit in water. I like to sit in water. He likes to hop. I like to hop.

M: Have you ever seen this book before? You are doing a great job.
C: My frog is my friend. His..
M: "Th" like 'the'...
C: This is my turtle. He is green too. He likes to hide in the green...
M: Let's sound this out. Gr...
C: grass. I like to hid in the grass. My turtle is my friend. This is my fish.
M: How did you know that word?
C: The picture. My fish is yellow. He...
M: Not he, but...
C: she. She likes to swim. I like to swim. I like to lock...
M: Two o's sound like boo...
C: I like to look at my fish.
M: Stop at the period.
C: My fish like to ...
M: What is she doing?
C: look and..
M: What?
C: at me. My fish is my friend.
M: Do you think a fish makes a good friend?
C: He...
M: What is this? The one that begins like 'the'. There are no picture clues for this word.
C: This. This is my dog. My dog is brown and white. My dog likes to run. I like to run. My dog likes to dig. I like to dig.
M: Do you think Mom would like if the dog dug holes in our yard?
C: My dog is my friend. This is my cat...
M: What is this part right here?
C: kit
M: and this part?
C: ten.
M: kitten
C: She is black and white. She likes my dog. She likes his....
M: What does she like?
C: tail...
M: You can sound this one out.
C: best of all. My cat...
M: No, you already sounded this one out.
C: kitten likes my fish, no, frog, too.

Carrie
Tape 3
December

POLAR BEAR, POLAR BEAR

C: But I don't know these words!
M: You don't have to know them.
C: Yes, I do.
M: We're not testing you. First of all let's take a look at the pictures. Do you have any idea of what kind of animals these are?
C: But how will I know these words?
M: Just don't worry about it. Just look at the pictures with me. (flips through pages with no discussion) So what do you think this book is about?
C: Animals.
M: Very good. It is about animals. What kind of animal is this?
C: Polar bear.

M: Why don't we take a look at the words, OK?
C: Polar bear, Polar bear, who...
M: what
C: what do yes....you
M: Right, what do you (pulls on Carrie's ear)
C: hear?
M: Polar bear, Polar bear, what do you hear?
C: Lion, lion, ...
M: what
C: what do you hear? I hear a...
M: I hear a (turns the page to see the next animal)
C: hippopotamus
M: See if you can sound this one out. What is the first letter?
C: s...
M: sn....
C: snoring
M: snorting
C: in my ear.
M: I hear a hippopotamus snorting in my ear. And then says...
C: Hippopotamus, hippopotamus
M: what
C: what do you hear?
M: Right.
C: I hear a ...
M: How does it start?
C: fl...
M: and what sound does that make?
C: m
M: No, what is the next sound? Don't look at me like I'm from outer space! What is the sound after that?
C: flam
M: flam...you can take a look at it if you want. (turns page) What is that? flam
C: flamingo
M: Interestingly enough, if you had broken down this word, there is the flam in there and what is the ing sound?
C: ing
M: and what is the last one?
C: o
M: flam - ing - o . That was sort of a word that you can sound out, right? So it goes, hippopotomus, hippopotomus, what do you hear?
M & C: I hear...
C: a flamingo
M: fluting
C: fluting in my ear.
M: Would you like me to read it first and then we can do echoing?
C: No.
M: OK
C: Flamingo, flamingo who...
M: Same as before. What....
C: do you hear? I hear a zebra...
M: bray...
C: bray...
M: bray what? There is an ing at the end. bray...
C: ing
M: braying

C: braying in my ear.
M: What do you think braying is? It is not a real common word. I think it is something like a horse neighs, but a zebra brays.
C: Zebra, zebra, what do you hear? I hear a.....
M: This is a tough one. (looks ahead)
C: snake
M: A special kind of snake called a boa...
C: boa constrictor.
M: Where did you learn that? At school?
C: I hear a boa constrictor hissing in my ear.
M: What was the name of the snake?
C: Boa constrictor, boa constrictor, what do you hear? I hear an elephant...
M: Can you sound this part out? What is the first sound?
C: t...trump
M: Good. And then the second part is et
C: trumpeting in my ear. Elephant, elephant, what do you hear? I hear a ...lion...
M: It's not a lion. It is sort of like a lion. It is a cat that has spots. Do you know what that is called? It is called a leopard. I hear a leopard....snarling like rrroar.
C: snarling in my ear.
M: I just told you...leopard.
C: Leopard, leopard what do you hear? I hear a ...
M: Do you know what it is called? Peacock.
C: peacock...
M: Why don't we sound that out? What is the sound of -y-
C: yuh yellow
M: That is close. Yelp.
C: yelping in my ear.
M: Remember that word? Pea...
C: Peacock, peacock what do you hear? I hear a ...
M: I'll show you the picture if you want. You were just asking me what kind of animal that was last night. Let's look at the word. It begins with a -w- wal
C: walrus
M: I hear a
C: walrus bellow...
M: bellow...
C: bellowing in my ear. Walrus, walrus, what do you hear? I hear a ...
M: Do you know what that word is? z-o-o.
C: zoo
M: zookeeper
C: zookepper
M: This is a tough one. It is whistling.
C: whistling
M: wh is wuh and the rest is istling
C: in my ear.
M: What is this guy's name?
C: Zookeeper, zookeeper, what do you hear? I hear...
M: Have you seen that word before? Do you know what that word is?
C: ch...children
M: Excellent! I hear children...growling
C: growling like a ...
M: polar...
C: polar bear,
M: roaring
C: roaring like a elephant... no, lion.
M: snorting

C: like a ..
M: What is the first letter in that word?
C: h
M: Can you pronounce that? (hip)
C: hip
M: So which animal is it?
C: opotomus,
M: fluting
C: like a... flute
M: like a flam
C: flamingo
M: braying
C: braying like a zebra,
M: h-i-s
C: his
M: hiss
C: ing
M: like
C: a boa constrictor,
M: Remember this one? Trump...trumpeting
C: like an elephant
M: What is the first sound in this one?
C: s
M: mix it with the second letter. Snar
C: snarling like a ...lion
M: The other cat creature. Not the lion, but the one with the spots that is called a....leop..
C: leopard. Yelp...
M: yelp what?
C: yelping like a
M: pea...
C: peacock.
M: and the last one...
C: bellow
M: bellow...
C: bellowing like a
M: The first letter is what?
C: W...walrus
M: Good! What is the 'th' sound?
C: that's
M: It is wuh... what
C: what I hear.
M: That's what I hear. And that is the end. You read a lot of big words and I am very proud of you.